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Regional Cultural History Project

Leon J. Richardson

ca. 1955

BERKELEY CULTURE, UNIVERSITY OF CALIFORNIA
HIGHLIGHTS, AND UNIVERSITY EXTENSION, 1892-1960

An Interview Conducted by

Amelia R. Fry

Berkeley

1962

Regional Cultural History Project

Leon J. Richardson

REGIONAL CULTURE, UNIVERSITY OF CALIFORNIA
HISTORICAL AND UNIVERSITY EXTENSION, 1952-1953

An Interview Conducted by

William H. Fry

Revised

1952

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John H. Johnson, Secretary of the California Division of University Extension at the University of California Press told us today in a brief but very interesting and colorful colloquy, for his own of 52 years since a life spent in and out of many foreign lands. While these days of the 1930s were busy with the subject of Americanism and such University Extension for the California Division of the University of California under the direction of Professor William H. Hall, it was also a period of great change in the history of California and significant in the development of the system. Johnson told us that the University of California was the first to have a system of extension and that the University of California was the first to have a system of extension and that the University of California was the first to have a system of extension.

As the tapes rolled the words of Dr. Richardson's
testimony, numerous spoken, there emerged the young
testimony of a witness who went to a European university
and the academic preparation of a Latin professor
of Latin at the University of California. His teaching
days began during Latin's previous visit as a boy for the
acquisition of Latin; later he witnessed the gradual
decay of classical languages as the "Romantic" modern
languages gained prominence.

INTRODUCTION

Leon Richardson, professor of Latin ^{from 1892 to 1938} and director of University Extension at the University of California from ¹⁹¹⁸ 1892 to 1938, is a treat for even the most calloused social scientist, for his span of 91 years covers a life purposeful and active in many diverse areas. While these tape-recorded sessions were begun with the object of harvesting some rich University history for the Centennial History of the University of California under the direction of Professor Walton E. Bean, it soon became apparent that here was a figure whose place in the history of California was significant as both a prototype of the dynamic builder who helped construct a new western society with eastern tools, and also as a spectator whose friends -- John Dewey, Herr Hermann Grimm, John Muir, William Keith -- were hewing out chunks of history in other areas.

As the tapes filled the reels with Richardson's meticulous, sonorous speech, there emerged the young instructor of classics who went to a European university for the academic preparation befitting a future professor of Latin at the University of California. His teaching days began during Latin's supreme status as a tool for the acquisition of Kultur; later he witnessed the gradual decline of classical languages as the "practical" modern languages gained prominence.

INTRODUCTION

Leon Rothman, professor of Latin and director of University Extension at the University of California from 1892 to 1898, is a trail for even the most casual social scientist, for his term of 21 years covers the most important and active in many diverse fields. While these two-folded sessions were being with the object of harvesting some rich University history for the Centennial history of the University of California under the direction of Professor Wilson. It soon became apparent that there was a thing whose place in the history of California was significant as both a prototype of the typical building who helped construct a new western society with certain tools, and also as a source for whose friends -- John Dewey, Karl Hermann Gries, John Blair, William Keith -- were having out chunks of history in other areas.

As the topic filled my mind with Richardson's meticulous, somewhat narrow, ideas around the young instructor of classics who went to a Chicago University for the academic preparation before a Latin professor of Latin at the University of California. His teaching days began during Latin's golden age as a tool for the acquisition of culture; later he witnessed the gradual decline of classical languages as the "practical" modern languages gained prominence.

The nourishment of a cultural life in his own community was no haphazard matter for Professor Richardson, for he not only furnished spirit and money-raising power to bring eastern concert artists to California year after year via the Berkeley Music Association, but he saw to it that the tiny storefront public library became a structure of John Galen Howard grandeur financed by Carnegie funds.

Thereafter, it was logical for Richardson to be the one to handle the complex Washington, D.C. - University of California military bureau liaison agency during World War I, to head the hastily-formed relief committee at the time of the disastrous Berkeley fire in 1923, and in 1945 to be the reluctant mayoral candidate of Berkeley, quickly placed on the ballot by friends who realized that only extreme left and extreme right were running. Richardson also had the unique satisfaction of being an instigator for several organizations which have acquired a meaningful place in academic life: the Philological Association of the Pacific Coast, the American Association for Adult Education, the University of California Faculty Club, the English Speaking Union, and others.

Against the background of this diversity, his major accomplishment looms: the creation of University of California Extension, a fountainhead from which Lifelong Learning has since been flowing into all the mountains and valleys of the state. It carried with it curricula which enriched not only bored housewives and upwardly-mobile businessmen, but also immigrants, laborers, the unemployed, and prisoners in Alcatraz and San Quentin. The vigorous scholar wished more than anything to make of the Californians

The maintenance of a national life in his own community

was no unimportant matter for the American people, for he not only furnished spirit and money-aiding power to bring about the movement of the California year after year via the Pacific Mail Association, but he was in a position to, any other day, while living, become a trustee of the Union Pacific Railroad, a position of honor and responsibility.

Therefore, it was logical for the movement to be the one

to handle the complete situation, U.S. - University of California, and the American people, and the world war. I, to have the study-boards relief committee at the time of the American University in 1917, and in 1917 to be the national board of trustees of the University, which placed on the board of trustees who realized that only the only left and action that was possible. The movement also had the

and the action of the board of trustees for several organizations who have and had a successful place in economic life: the National Association of the Pacific Coast, the American Association for Adult Education, the University of California Society Club, the Pacific Education Society, and others.

While the movement of this society, his major

and financial board: the creation of a society of California education, a foundation for the study of the Pacific Coast from the time of the movement and the study of the subject. It was with its own study which not only gave the movement and the study of the movement, but also the study of the movement, and the study of the movement. The vigorous and vigorous in the study and the study of the movement which wished more than anything to make of the California

a people whose taste for learning was habit-forming. With this singleness of purpose he developed and ran Extension for over fifteen years.

Purposeful activity is one of Professor Richardson's outstanding traits. ("Be an arrow, not driftwood.") His day-to-day life has always been a well-planned design. Each day since he was seventeen he has kept a diary; three times each day since he was a graduate student he has given himself a Swedish massage to preserve as long as possible his physiological well-being (and he has); an hour each day for over sixty years he has taken a walk to relax both intellect and body; when faced with the necessity of mastering Latin as a live, spoken language, he worked at it twelve hours a day until the feat was accomplished. Within this framework of rational behavior the structure of his life is actually a monolith, or, as a golfing friend put it, "He always goes straight down the fairway."

The recording sessions, necessarily fitted into his schedule with great precision, were held at his desk in his pleasantly-cluttered study in a tall, white apartment building at 2335 Pacific Street, San Francisco. Twice widowed, Richardson lives here with Conrad Loring, his brother-in-law. The "retired" professor reads upwards of 150 books annually as a Commonwealth Club book juror, grades high stacks of papers each day for his two correspondence courses, polishes his Horatio-type verses for his next book of poetry, and, of course, gets in a daily round of golf at a nearby golf course.

Around him hang wall-sized maps of the world, travel posters, and scenes of Greece and Rome; on shelves are clusters of Who's Who, his diaries, encyclopedia, a few Latin

favorites, and a dominating grandfather clock. Although the apartment commands a superb view of the Golden Gate, Richardson will show visitors to a different window: "See that white building? The top looks exactly like the Parthenon," he will say with satisfaction.

The sessions were sprinkled with surprises, the first of which was seeing the nonagenarian for the first time: appearing at the door in a colorful shirt, he walked in loose loafers with the smooth, relaxed gait of a young man. His blue eyes showed a lively sparkle; he had a ready laugh. His readily-demonstrable golf swing is that of a real athlete, proving why he continued to win tournaments until transportation difficulties arose because as he approached the age of ninety the state would no longer accept him as a licensed driver.

The abrupt emergence of serendips sometimes altered the direction of a session which, although carefully researched beforehand, was allowed to follow informally the line of his memory of that day. As the tape-recorder was being threaded for, say, a session on the Latin department, he would ask, "Did I ever tell you about my good friend John Dewey?" and so, instead, the tape captured the warm reminiscences of a sixty-year friendship between the two scholars. Later, when the complete interview was transcribed, it was edited for continuity and ambiguities, then typed in final form. Here a word of thanks is due Richardson's daughter, Mrs. Florence Wyckoff, for helping in the final corrections and additions to the manuscript.

The Regional Cultural History Project, under whose auspices this interview was done, is an office of the University Library devoted to tape-recording the memoirs

lavatory, on a magnificent architectural design. Although the apartment contained a superb view of the Golden Gate, Richardson still chose to live in a different view: "See that white building, the top looks exactly like the Parthenon," he said with satisfaction.

The apartment was furnished with everything, the first of which was a magnificent arrangement for the first time: appearing at the door in a colorful suit, he walked in from the stairs with the music, relaxed and at a young man. His blue eyes showed a lively spirit; he had a ready laugh. His ready conversation was full of wit and a real ability, proving why he continued to win the admiration and affection of his friends. Richardson was known as he approached the age of ninety the state would no longer accept him as a licensed driver.

The abrupt entrance of Richardson surprised all the direction of a woman's voice, although carefully considered beforehand, was allowed to follow naturally the line of his memory of last day. In the same manner was being turned to, say, a session in the Latin department, he would say, "I will tell you about my good friend John Brown," and so, indeed, the topic changed the more rapidly. Indeed, of a fifty-year friendship between two scholars. Later, when the subject of Richardson was mentioned, it was noted for consistency and similarity, that there in fact, Richardson was a man of thought in the Richardson's library. Mrs. Richardson's collection, for instance, in the Richardson's collection, and addition to the manuscript.

The National Library project, which was a unique collection of books, is an office of the University Library devoted to supporting the efforts

of persons who have contributed significantly to the development of Northern California. The project, headed by Willa Baum, is under the administrative supervision of Assistant Librarian Julian Michel. Supplementing Professor Richardson's account are interviews by the project with Baldwin M. Woods, the succeeding director of Extension, and Extension business manager Henry C. Waring.

Amelia R. Fry
Interviewer

30 July 1962

Regional Cultural History Project
General Library
University of California at Berkeley

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Note: Deposited with that copy of this manuscript which is located in the General Library of the University of California at Berkeley are: "Digital Reckoning Among the Ancients," by Leon J. Richardson, reprinted from the American Mathematical Monthly, Vol. XXIII, No.1, January, 1916; and "On Walking," by Leon J. Richardson, reprinted from the Journal of Health and Physical Education, Vol. VIII, No. 3, March, 1937.

THE FIRST THIRTY YEARS

Boyhood

Family

ARF: I'd like to start back behind 1868 -- when you were born -- and ask about your parents. You have some family names that are quite interesting in New England history. From which Richardson do you come?

LJR: I come from Josiah Crosby Richardson and his wife, Isabel Chamberlain. And I was born in Keene, New Hampshire, where I spent my early boyhood. Later we moved to Jackson, Michigan. When I was about twelve years of age I suddenly developed asthma, whereupon the doctors said the only cure for that is not medicine but a change of climate.

"So, he must have that," my father and mother said. "What place do you recommend that he go to?"

The doctor said, "I recommend that he go to Minnesota."

Whereupon my father and mother arranged to have me go to Minneapolis, where I attended high school for two years, then returned to Jackson for the final year and graduated in 1886, prepared to enter a university as a student.

ARF: How many brothers and sisters did you have?

LJR: I had a brother. He was a graduate of the University of Michigan,

1900

1911

Q: I'd like to start back about 1888 -- when you were born -- and ask about your parents. You have some family names that are quite interesting in New England history. From which Richardson do you come?

A: I come from Josiah Crosby Richardson and his wife, Isabel Chamberlain. And I was born in Essex, New Hampshire, where I spent my early childhood. Later we moved to Jackson, Michigan. When I was about twelve years of age I suddenly developed asthma, whatever the doctor said the only cure for that is not medicine but a change of climate.

Q: So, he must have said, "go to the father and mother said. What

place do you recommend that he go to?"

A: The doctor said, "I recommend that he go to Minnesota."

Whereupon my father and mother arranged to have me go to Minneapolis, where I attended high school for two years, then returned to Jackson for the final year and graduated in 1895, prepared to enter a university as a student.

Q: Now many brothers and sisters did you have?

A: I had a brother. He was a graduate of the University of Michigan,

LJR: and then he became an electrical engineer, and finally became connected with the General Electric Company in Schenectady, New York, where he spent the remainder of his working life. A few years ago he died there.

ARF: That was Arthur Howard Richardson.

LJR: Yes. Then I had a sister, Isabel, and she died when she was seven years of age. So she never grew up.

ARF: Was she younger than you?

LJR: She was one year younger than I.

ARF: How much older was Arthur Howard than you?

LJR: He was younger, nine years younger.

ARF: How did you first get this idea that you wanted to be a scholar?

LJR: Well, you know, that's a very curious thing. My father and mother say that it came to me without any suggestion on their part. As a child I began to try to think about reasons for things, origins of things. My mother said I was peculiar in that respect. They didn't teach me to do that. Father and Mother said that they regarded me as a little queer, unlike the other children in the way I would try to think out something.

Early Training in German

ARF: Did your childhood have any bearing on your ideas about having foreign language training begin early in life?

LJR: I can tell you definitely the answer to that question. My father

and then he became an electrical engineer, and finally became
connected with the General Electric Company in Germany, New
York, where he spent the remainder of his working life. A few
years ago he died there.

That was Arthur Howard Richardson.

Yes. Then I had a sister, Isabel, and she died when she was seven

years of age. So she never grew up.

Was she younger than you?

She was one year younger than I.

How much older was Arthur Howard than you?

He was younger, nine years younger.

How did you first get this idea that you wanted to be a biologist?

Well, you know, that's a very curious thing. My father and

mother say that it came to me without any suggestion on their

part. As a child I began to try to think about reasons for

things, origins of things. My mother said I was peculiar in that

respect. They didn't seem to be to me. I don't know how to say it.

That they regarded me as a little queer, unlike the other children

in the way I would try to think out something.

Early training in German

Did your childhood have any bearing on your ideas about living

foreign languages training began early in life?

I can tell you definitely the answer to that question. My father

LJR: was a very sensible man and he said to me when I was twelve years old, "A boy in America should know two languages, English and one other. I think you should know another language. I'd like to make the arrangements so that you get it." In the course of two or three weeks he brought home, one day, a charming young man about twenty-two years of age who had just come from Germany. Father said that he had been trying to get work but couldn't find it because people didn't seem to want to hire a stranger and a foreigner.

So Father said to this man, "I want to take you home and have you teach my boy German, and after that job is done why we can probably get a commercial job for you." So my father brought him home, and there at the table, at dinner and at other times, I sat beside this man and he talked to me. When this began I said to him -- he knew a little English -- "What book should I buy in order to study German with you?"

He replied, "When I have spoken two million words into your ears it will be time to buy a book, but not before." I have no idea how that wisdom came to him. He came from a part of Germany where the dialect of German that existed was used on the stage, namely in the northwestern provinces of Germany. But I never knew how that wisdom came to him, but he had it thoroughly.

High School

LJR: When I entered the high school I had to select my course. My

was a very sensible man and he said to me when I was twelve years old, "A boy in America should know two languages, English and one other. I think you should know another language. I'd like to see the arrangements so that you get it." In the spring of 1900 or thereabouts he brought home, one day, a German boy about twenty-two years of age who had just come from Germany. He then said that he had been trying to get work but couldn't find it because people didn't want to hire a stranger and a foreigner.

He then said to this man, "I want to take you home and have you teach my boy German, and after that job is done we can possibly get a commercial job for you." So my father brought him home, and there at the table, at dinner and at other times, I sat beside this man and he talked to me. When this began I said to him -- he knew a little English -- "What does he want I pay in order to study German with you?"

He replied, "When I have spoken two million words into your ears it will be time to give you a book, but not before." I have not since that time ever seen him. He came from a part of Germany where the dialect of German that existed was used in the state, namely in the northwestern province of Germany. But I never knew how that state came to be, but he had it thoroughly.

After school

When I entered the high school I had to select my course. My

LJR: father was the owner of a drygoods store and he said, "I'm a business man, and you probably will be my successor. I own a drygoods store and you'll probably inherit my store from me, so I suggest you take the commercial course when you go to the Jackson, Michigan, high school."

So I started out in the commercial course, but after a few days Frederick Leroy Bliss, the principal, said to me, "Leon Richardson, I want to talk to you. I've seen you for a few days here in your work and I think you ought to take the classical course, not the commercial course. You ought to be trained in Greek and Latin and then you will find the career that will be far more interesting than any you can get with the commercial course." So I took his advice. I dropped the commercial course and took the Greek and Latin course. I owe my whole career to that change, so I owe a great deal to Frederick Leroy Bliss.

ARF: Your parents were living in Jackson, Michigan, at this time?

LJR: Yes, my father had a store first in New Hampshire, and then he decided to go out west and get a store there. That was very often done with the merchants then; they saw the drift of population westward. So he decided to open a store in Jackson. I was there with him quite a good deal and did some of my schooling there.

ARF: Before you went into high school.

LJR: Yes, and also afterwards for a while. I later went to high school in Minneapolis for two years, you know. It was in Michigan that I began to have this asthma and the doctor said, "Change climate,

Father was the owner of a typographic store and he said, "I'm a business man, and you probably will be so too. I own a typographic store and you'll probably inherit it at some time or other. I thought you had the commercial course when you went to Jackson, Michigan, didn't you?"

"No I started out in the commercial course, but after a few days I changed to the liberal arts, the sciences, and so on, then Richardson, I want to talk to you. I've been thinking for a few days about your work and I think you ought to take the classical course, not the commercial course. The more to be learned in Greek and Latin and then you will find the career that will be far more interesting than any you can get with the commercial course." So I took his advice. I dropped the commercial course and took the Greek and Latin course. I was very much pleased to that change, so I was a great deal to Frederick Henry Miller. Your parents were living in Jackson, Michigan, at this time? Yes, my father and mother lived in New Hampshire, and when he decided to go out west and get a better place. That was very close down with the western part; they saw the drift of population westward. So he decided to open a store in Jackson. I was there with him quite a good deal and did some of my schooling there.

Father went into high school. Yes, and also afterwards for a while. I later went to high school in Minneapolis for two years, you know. It was in Jackson that I began to have this asthma and the doctor said, "Change climate,

LJR: and go to Minnesota." So I went to Minneapolis and did part of my high school work there.

College Days

Richardsen the Drummer

ARF: How did you happen to have your sojourn as a salesman?

LJR: My father was immensely interested in his drygoods store in Jackson, and one of his pet ideas was that in due time he would turn it over to me when I got older and I'd be the owner of the store and I should run it. I didn't tell him that that did not appeal to me, but I let him indulge that happy thought -- happy for him.

He said, "Now, what do you want to do immediately after high school?"

"I want to take a four-year course at the University of Michigan," I said. "It will make an intelligent man of me, and that will be better."

Well, he didn't know whether a businessman needed to take a four-year course. However, he finally acceded to my thought and said, "Well, go ahead. But," he said, "there's one thing I would want to ask of you. You are going to have at every year a three month vacation in the summer. Now, I want you to be a drummer during that time and sell goods to the drygoods stores in the territory that we'll pick out, goods made in Ypsilanti and

and he is different. So I went to Minneapolis and did part of my high school work there.

College days

Minneapolis the first year

How did you happen to have your judgment as a witness?
My father was extremely interested in his original story in fiction, and one of his pet ideas was that in his time he would turn it over to the world I got older and I'd be the owner of the state and I would run it. I think I told him that but he did not agree to me, but I let him indulge in that happy thought -- happy for him.

He said, "Now, what do you want to do immediately after high school?"

"I want to take a four-year course at the University of Michigan," I said. "It will make an intelligent man of me, and that will be better."

Well, he didn't know whether a businessman needed to take a four-year course. However, he finally decided to go through it and said, "Well, go ahead. But," there's one thing I would want to tell you. You are going to have at every year a three month vacation in the summer. Now, I want you to be a farmer during that time and will have to give up your school in the territory that we'll pick out, which was in Louisiana and

LJR: Jackson, Michigan. Lots of women's things are made in factories in those two towns, and I want you to go about as a drummer selling those things to drygoods stores."

I said, "All right."

"I'll get a drummer's job for you," he said. And he did, and the territory for the job was Massachusetts, Pennsylvania, and New York State, the three hardest territories in the United States. Well, I began. I went with my samples and I went into the territory. I talked with drummers. I said, "How do you manage to sell goods?"

"You go to a drygoods store and you ask for the buyer, and then you take him out for luncheon and you give him a good drink at the luncheon."

I said to myself, "I'm never going to do that kind of thing, at all. I'm going to offer my goods on their merits without any inducement of that kind." I went through that first three months selling goods. I remember one remark that was made to me. I went into a drygoods store and asked for their buyer. He came. I explained what I had and he said -- I remember his words -- he said, "It so happens we're well supplied with the goods you offer, but if I could get your tongue and speak as fervently and persuasively as you do, I'd take that." [Laughter]

ARF: You were selling yourself, too.

LJR: Yes. Well, now, that went on for four years. At the end of every one of my four college years I was drummer in that territory for

LJR: three months. When I finished the fourth year as drummer, the company for which I worked said, "Now you're in a position to be drummer the whole year through, and we are delighted to have you because you have been successful for us, and we'd like to have you on full time. We'll give you increased salary and we are very much pleased to know that we're going to have you that way."

LJR: So. I said, "Gentlemen, I doubt whether you could borrow enough money to keep me any longer."

ARF: You had complied with your father's idea and you were through with it.

LJR: Then, just as soon as I got out of college, I began to teach Greek and not sell dry goods.

LJR: John Dewey

LJR: I received the B.A. degree at the University of Michigan in 1890, after having taken there several courses in English literature under Professor Charles Mills Gayley. I also took courses in psychology, logic, ethics and philosophy under Professor John Dewey.

ARF: Dewey! Were you the link that enabled the University of California to get him out here for lectures later, then?

LJR: Oh, I think so. He and I were, while he was living, very intimate friends and whenever we were anywhere near each other we got together.

ARF: What differences do you think he might have made in California's educational system?

three months. When I finished the fourth year at Harvard, the company for which I worked said, 'Now you're in a position to go through the whole year through, and we are delighted to have you because you have been successful for us, and we'd like to have you on full time. You'll give you increased salary and we are very much pleased to know that we're going to have you for a long time.' I said, 'Well, I would like to have you for a long time, but I don't want to leave my family.' 'You had complied with your father's idea and you were through with it.' 'Then, just as soon as I got out of college, I began to learn Greek and not self study.'

John Dewey

I received the B.A. degree at the University of Chicago in 1897, after having taken three general courses in English literature under Professor Charles Willis Gayley. I also took courses in psychology, logic, ethics and philosophy under Professor John Dewey. 'Dewey! How did you like that? The University of California to get him out here for instruction later, Dewey! Oh, I like so. He and I were, while we were living, very intimate friends and whenever we were separated we were sure to get together again. I was different from the other boys in California's educational system.'

LJR: Well now, his publications were in those fields of psychology, logic, ethics and philosophy, and the teachers and the professors of the United States read his work. His influence was large here through these four topics that he taught.

ARF: When he came here and gave some lectures in Extension in about 1920, was he as controversial as he is now?

LJR: No. At that time the scholarly world hadn't gotten critical; they were still receiving his message and they were not critical at that time.

ARF: I suppose criticism didn't come until his wide popularity?

LJR: Yes, that's true. When I was studying with him there in the University of Michigan there was no adverse criticism of his theories.

ARF: Were they looked upon as something rather spectacularly new?

LJR: No. They were looked upon as sound, put it that way. They thought he was a good, careful thinker and they respected his pronunciamientos on anything.

ARF: How did your friendship with him begin?

LJR: When I entered the University of Michigan as a freshman I went right to John Dewey and I said, "I want to take courses with you."

And he said, "Anything in particular?"

"No," I said, "logic and everything you give, including ethics." And for three years I took work with him every semester. Then in my senior year he ran off and became a professor at the

Well now, his political work in these fields of economics, politics, and philosophy, and his teaching and his professorship of the history of ideas and his work. His influence was large even in these fields.

Then he was not only a leader in the field of history in general

but also in the field of political philosophy.

It is not that the history of ideas was not critical:

they were still treating his work and his work not critical

at that time.

I suppose criticism didn't come until his work was published?

Yes, that's true. When I was teaching him in the

University of Chicago there was no serious criticism of his

work.

When you looked upon his work as a whole, especially now?

Yes. That was looked upon as a whole, but it was not.

Thought as was a whole, critical thinker and very respected his

contribution to the field.

Now did your students with his work?

When I entered the University of Chicago as a freshman I went

right to his work and I said, "I want to take course with

you."

And he said, "What is your interest?"

"No," I said, "I am interested in you and your work."

And for some years I took with him every semester.

Then in my senior year he ran the history of ideas at the

LJR: University of Minnesota, just one year. Then he moved on to Columbia, in New York, and I used to go and see him every time I went to New York because he was one of my really close friends.

ARF: He lived a very productive, long life.

LJR: Oh yes, he lived until he was ninety years old. He was a man who ordered his life, I thought, in a very intelligent way. Now, what I mean by that is he knew that he'd have to have a certain amount of exercise in order to keep well. He experimented and he found it was about one hour a day, and he would walk, just walk for an hour a day.

I was extremely fortunate in that when I began to take his courses he soon recognized my devotion to his teaching and he used to invite me to come to his home often and have meals with the family. So I felt almost like a member of the family. Ordinarily professors didn't do anything of that kind. But he invited me to come into his home and there I got, you might say, a sort of inner glimpse of the man, how he worked at home and so on.

ARF: How did he work at home?

LJR: He would have a certain number of people in often for meals, in order that the social life of his family might be ideal. And he would take that exercise, just what he needed and just that amount, and then he always did his teaching very conscientiously at the University of Michigan. It was not perfunctory. You felt as though when you were studying with him that he was anxious to give you all he could. He was that kind of man.

University of Wisconsin, just one year. Then it moved on to
Columbia, in New York, and I came to go and see him every time I
went to New York because he was one of my really close friends.
He lived a very protective, hard life.

On the other hand, he lived until he was ninety years old. He was a man who
ordered his life, I thought, in a very intelligent way. He was
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ten, Professor Allen's dog, appearing at that kind. But he
invited me to come into his home and there I got, you might say,
a sort of inner glimpse of his man, how he worked at home and so
on.

Now did he work at home?

He would have a certain number of people in often for meals, in
order that the social life of his family might be there. But he
would take that evening, just what he needed and just that
amount, and then he always did his teaching very conscientiously
at the University of Wisconsin. It was not satisfactory. I felt
as though when you were dealing with him that he was anxious to
give you all he could. He was that kind of man.

LJR: Then he did very careful work for the faculty. He was on faculty committees, and I tell you that is a very important thing in a university. You know, some university professors are no good on general administrative committees, but Dewey was excellent. He helped the faculty in that way, thoroughly. He wasn't at all like a philosopher, with his head way up in the air, dreaming. He was practical, very practical.

ARF: You've read all his books probably. When he taught, did he actually practice what he preached in his books? For instance, did he really key his teaching to your needs?

LJR: I think so, yes, I felt he did. I didn't think there was any sham about that. I felt he really lived according to the principles that he set forth. He gave a wonderful course in ethics. I never shall forget it. It wasn't a religious course; it was a course on the fundamental principles whereby society is wholesome and sane and successful. That is, ethics was how the individual lives in order to get the most out of life in the highest sense of the term. Not wealth; he didn't go into that. How to live so as to get the most out of life in the best meaning of that term, that's the way he taught and the way he talked in conversation.

ARF: You knew him, then, when he was a fairly young man and had his children at home?

LJR: Yes.

ARF: I'm interested to know how he behaved toward his own children.

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 faculty committees, and I tell you that is a very important thing
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 good on general administrative committees, but Dewey was excellent.
 He helped the faculty in some way, philosophically. He wasn't at all
 like a politician, with his hand out to the left, dissembling.
 He was practical, very practical.
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 sation.
 You knew him, then, when he was a fairly young man and had his
 relation at home?
 Yes.
 I'm interested to know how he behaved toward his own children.

LJR: His relations with his wife and children seemed to me ideal. I saw nothing that was different there from what it should be. He seemed to be an ideal father and husband as I saw him in his home.

ARF: Someone visited John Dewey in New York once and said that Dewey would often be at his table writing, with three or four little neighborhood urchins around him playing.

LJR: That's it. That's the man. That describes him very accurately, yes. Children never bothered him. He could have them around him and they didn't interfere with his happiness or his activities; he went right on.

ARF: Would you say he had been a pretty important influence in your life?

LJR: Yes. Oh, I think that John Dewey and later on Hermann Grimm were the two men above all others that I can recall. I'm not speaking now of my father; I'm speaking of outside of the family. John Dewey and Hermann Grimm were the two men that had the greatest influence over me. You see, Hermann Grimm made me his famulus -- famulus, you know that term, it's in the dictionary.

ARF: Yes, and you were almost John Dewey's famulus, too.

LJR: Yes. John Dewey didn't know about that relation, but he treated me very much as though he had nominated me his famulus. He treated me very much that way, yes.

By the way, I have a capital picture of John Dewey in his older age. I kept in touch with him after I left college and he became a professor at Columbia. This is the way he looked in the Columbia period, not when he taught me.

ARF: Did Chester Rowell take courses under Dewey at Michigan?

LJR: Yes.

ARF: I wonder if his interest in philosophy stemmed from being under Dewey at Michigan.

LJR: It was in part, yes, generated that way.

John Dewey had one delightful bit of technique. At the end of a recitation he would sometimes say, "Richardson, come up here, I want to speak with you." And I'd go up. He'd say, "I'm going to walk from five to six tonight for exercise. Will you walk with me?" And then we had informal talks of the most delightful and valuable sort. And he would have me come to his home to dine and meet a group of his mature friends and I was brought into contact with these people.

ARF: Can you remember some of the things you talked about?

LJR: No, except John Dewey, in those talks, wasn't academic. We might start off talking about dogs, seeing some dogs. Then from that go on to man's interest in animals and get into a rather interesting theme there, and how important in this world is that interest that man takes in horses, cattle, sheep, dogs, and so on. We'd get into a very interesting subject there that would all develop out of just having a dog go by us as we were walking. That's the way we'd talk.

Q: Did Compton Howell take courses while away at Princeton?

A: Yes.

Q: I wonder if his interest in philosophy continued from being under

Prison at Princeton.

A: It was in fact, yes, continued this way.

Q: When David was an undergraduate at Princeton, did he

end of a recitation in which someone says, "Princeton, come on

here, I want to speak with you." And I'd say, "It's

going to walk from this to the center for Princeton. Will you

talk with me?" And then we had informal talks of this sort.

Q: Delighted and valuable sort. And as would have to come to his

home to dine and meet a group of his mature friends and I was

brought into contact with these people.

Q: Can you remember some of the things you talked about?

A: Yes, except some David, in those talks, wasn't conscious. He might

start off talking about logic, coming some days. Then from that

on to one's interest in science and how it's related to other inter-

esting things there, and how important in that world is that

interest that was taken in science, logic, science, and so

on. We'd get into a very interesting subject there that would

all develop out of just a line of thought or a few sentences.

That's the way we'd talk.

The Call to Cal

The Decision

ARF: What did you do after graduation from the University of Michigan?

LJR: What I did astounded my father. I went to the Jackson, Michigan, high school authorities and I said, "I'd like to teach Greek in your high school."

And they said, "Well, it so happens that we haven't a teacher of Greek, but we perhaps ought to have one, so we'll give you the place." The salary was ridiculously low -- \$75 a month.

"All right, I'll take it," I said, and I accepted it and enjoyed the teaching and felt that I had a career right there.

At that very time, Professor Gayley had been invited to leave Michigan and come to Berkeley and be head of the English department at the University of California. I also had been a student of Charles Mills Gayley and he had become very familiar with me and what I was doing. He found that I had graduated from Michigan and was teaching high school Greek in Jackson, Michigan, whereupon he got President Martin Kellogg interested in me, so Martin Kellogg telegraphed me asking me if I would come to the University of California and teach Latin.

ARF: Was this the first you had heard of this?

LJR: Yes, when that telegram came. So I replied that I was right in the midst of the year teaching Greek in the high school and at the end of that year I'd be very glad to come. I received a message back, "That's satisfactory to us. At the end of the year, come."

The California

The California

What did you do after graduation from the University of Michigan?
 Went I did, I went to the Jackson, Michigan,
 high school authorities and I said, "I'd like to teach Greek in
 your high school."

And they said, "Well, it so happens that we haven't a teacher
 of Greek, but we do have a lot of Latin, so we'll give you the
 place." The salary was ridiculously low -- \$75 a month.

"All right, I'll take it," I said, and I accepted it and
 began my teaching, and I said I had a copy right there.
 At that very time, Professor Kelley had been invited to leave
 Michigan and come to Berkeley and he had of the English department
 at the University of California. I also had been a student of
 Charles Willis Giffey and he had become very familiar with me and
 what I was doing. He found that I had graduated from Michigan and
 was teaching high school Greek in Jackson, Michigan, whereupon he
 got President Martin Kelley interested in me, so Martin Kelley
 telegraphed me asking me if I would come to the University of

California and teach Latin.

Was this the first you had heard of going?

Yes, when they telegraphed me. So I replied that I was right in

the midst of the year teaching Greek in the high school and at

the end of last year I'd be very glad to come. I received a letter

back next, "I'm a satisfactory to you at the end of the year,

Giffey."

LJR: I mentioned this to my father. He knew that I had taken that job teaching Greek for very little money and this one at the University of California meant much more. "Well," Father said, "I think perhaps you'd better take it. I think the hunting and fishing will be very good out there." [Laughter] Well, I took it. And I went to Berkeley, and I taught.

Professor Charles Mills Gayley

LJR: So, Professor Gayley was responsible for my coming to Berkeley as a member of the faculty. And I always thought of him as one of the most intimate friends in my life.

ARF: How would you describe Professor Gayley?

LJR: Well, now, men are divided into two groups. One is what I call the calm, serious temperament. The other is the emotional, lively temperament. And Gayley belonged to the latter. He was affected emotionally very easily, very easily and --

ARF: And it showed?

LJR: It showed, yes. He had marked animation. When he lectured to his class he was likely to leave his rostrum. He'd get so excited about Tennyson or Shelley -- Shelley was one of his favorites -- that he would walk around and you'd think he might fall over the edge of something. He was emotional, and that affected his class very much. That manner, that emotional temperament, was very marked and characteristic of him. He didn't just sit still and talk; he talked all over. When he talked, his whole body went

Q: I mentioned this to my father. He knew that I had taken that
 too teaching Greek for very little money and this one at the
 University of California must have been. "Well," father said,
 "I think perhaps you'd better take it. I think the medical and
 physics will be very good out there." [Laughter] Well, I took
 it, and I went to Berkeley, and I taught.

Professor Charles Mills Gayley

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 a member of the faculty. And I always thought of him as one of
 the great influence figures in my life.

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 the calm, serious temperament. The other is the emotional, lively
 temperament. And Gayley belonged to the latter. He was affected
 emotionally, very easily, very easily and --

Q: And is somewhat

Q: It seemed, yes. He had much emotion. When he lectured to his
 class he was likely to leave his position. He'd get so excited
 about something or another -- usually was the way he lectured --
 that he would walk around and you'd think he might fall over the
 edge of something. He was emotional, and that affected his class
 very much. That manner, that emotional temperament, was very
 much and characteristic of him. He didn't just sit still and
 talk; he talked all over. When he talked, his whole body went

LJR: into the conversation. He was that kind of a man.

ARF: Did this enthusiasm of his carry through in direct action in things like faculty committees?

LJR: Yes. He was always animated in any of his work. He was in that group of three men, Gayley, Jones, and Stephens, who took the place of President Wheeler at the time the regents lost faith in Wheeler because he went to Germany and hobnobbed with the Kaiser just at the time of the war.

ARF: I wanted to ask you, too, about Gayley's course around 1901 in "great books."

LJR: Why, it became so popular that the class met in the Hearst Greek Theatre finally, and Gayley would lecture to that class in the Greek Theatre. Oh, and his talks were wonderful. When he took such a subject as Shelley and he stood on that rostrum and talked to that throng, it was one of the most impressive things you ever saw. His enthusiasm, his animation, came out in a way that made him the ideal orator for that purpose.

ARF: How did he select these books?

LJR: I can't remember that. I studied with him in Michigan and we went through the whole range of English literature, from Chaucer on down.

ARF: All under him?

LJR: All under him from Chaucer clear down to Longfellow, yes. And I remember that he tried to be just in his estimate of every one of those English authors and American authors.

into the conversation. He was kind of a man.

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I wanted to ask you, too, about Gayley's course around 1931 in

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Theater finally, and Gayley would lecture in that place in the

Great Theater. Oh, and his talks were wonderful. When he took

such a subject as Shelley and he stood on that platform and talked

to that throne, it was one of the most impressive things you ever

saw. His enthusiasm, his animation, came out in a way that made

his the ideal teacher for that purpose.

How did he select these books?

I can't remember that. I studied with him in Michigan and he went

through the whole range of English literature, from Chaucer on

down.

All under one?

All under his from Chaucer clear down to Shakespeare, yes. And I

remember that he tried to be just in his estimate of every one of

these English authors and American authors.

- ARF: What was his main contribution, then, and his favorite field within literature?
- LJR: I think you'd say it was the essay. He would write an essay that would be very effective.
- ARF: Oh, and this was his favorite medium?
- LJR: Yes.
- ARF: Did his book, Classic Myths in English Literature, reflect his favorite field? Since you are the Latin and Greek scholar, I was wondering if you ever talked with him about this.
- LJR: Well, I think we talked about it because we were intimate friends before he began to write Classic Myths in English Literature. I can remember when he was in the process of writing that book. We used to take a walk an hour a day, five to six o'clock.
- ARF: It sound just like your walks with John Dewey.
- LJR: Yes, we had walks together. Our walk was not devoted to heavy, scholarly things. We wanted to relax in that walk. Gayley wanted to get away from business in that walk and get the refreshment that came out of change. He didn't want to have it continue shop. It wasn't shop.
- ARF: It was for a change of pace.
- LJR: Change, change. He got the most benefit from the physical exercise of the walk if his mind was free from pedantry of any kind, yes.
- ARF: That must have been very enjoyable.
- LJR: Very.
- ARF: Did you ever use his great books course in Extension for adult education?

11: What was the main contribution, then, and his favorite field

within literature?

12: I think you'd say it was the essay. He would write an essay that

would be very effective.

13: Oh, and that was his favorite reading?

14: Yes.

15: Did his book, On the History of English Literature, reflect his

favorite field? Since you are the Latin and Greek scholar, I

was wondering if you ever talked with him about that.

16: Well, I think we talked about it because we were intimate friends.

Before he began to write On the History of English Literature, I

was a professor when he was in the process of writing that book. He

used to take a walk an hour a day, five to six o'clock.

17: It sounds that like your walk with John Dewey.

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of the walk in his mind was from the pedestrian of any kind, yes.

21: That must have been very enjoyable.

22: Very.

23: Did you ever use his great book course in literature for adult

education?

LJR: I can't remember that we did.

By the way, I ought to tell you, if you are interested in this subject, about his wife. Her maiden name was Sallie Pickett Harris, and she was the daughter of Bishop Samuel Harris who had been bishop in the New Orleans see and then became bishop in the Detroit see. And while he was there and Sallie Harris was young she used to go to Ann Arbor on social occasions. There were dances, balls, and the students would bring out some particular student for Sallie and in that way Gayley met her.

ARF: Do you remember what Gayley did to help build up the English departments in the high schools around the state? He was very interested in this, wasn't he?

LJR: Yes, and in that connection I want to emphasize one thing about Mr. Gayley. He was one of the most delightful conversationalists I've ever known. I can't think of anybody that I've ever known that I'd say surpassed him in that. He was a delightful conversationalist. Why, he could be introduced to a man and Gayley had a way of saying, "Where were you born?" and the man would say, "I was born in Kentucky."

"You were? By George!" Gayley would say. "Why, I'm immensely interested in Kentucky, for I've read some books about Kentucky," or "I knew one or two men who came from Kentucky," or "There were two or three men who rose to public importance in Kentucky." Gayley was one of the most successful conversationalists I've ever known. He fascinated people through that, and

Q: I can't remember that we did.

A: Yes, I thought to tell you, if you are interested in this subject, about his wife. Her maiden name was Lillie Heston Harris, and she was the daughter of Bishop James Harris who had been bishop in the New Orleans area and then became bishop in the Detroit area. And while he was there and Lillie Harris was young she used to go to his office on social occasions. I believe there dances, balls, and the students would bring her some particular student for Lillie and in that way Gayley met her.

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Q: You were in Kentucky? Gayley would say, "Why, I'm intensely interested in Kentucky, for I've read some books about Kentucky," or "I know one of the men who came from Kentucky," or "There were two or three men who rose to public importance in Kentucky." Gayley was one of the most successful conversationalists I've ever known. He fascinated people through that, and

LJR: that's how he was able to work as chairman of the English department and to get things done for the best kind of English department. He got the very best teachers into it, and the courses they offered were all of the same sort that accorded with that enthusiasm of Gayley's. I think of him as the most delightful conversationalist I've ever known.

ARF: He accomplished a great deal, then, through this personal charm.

LJR: He did, he certainly did, yes.

Graduate Study Abroad

LJR: So, I was graduated from Michigan in 1890, and in 1891 I came to the University of California to teach Latin. When I was teaching here for a few years I realized that I was not adequately trained. I just had a B.A. degree, not a Ph.D. Whereupon, in 1895, I asked the University regents if they would excuse me and let me go to Europe and receive further training. They acquiesced in that and they said that I would have to sever my connection with the University and then apply, and this was to be when I got through, for reinstatement. They said, "We can't give an instructor a leave of absence to go. You have to sever your connection and go, and probably we'll be willing to restore you." So I resigned and went to the University of Berlin for further training.

Q: That was the only time to work as chairman of the English depart-
ment and to get things done for the best kind of English department.
He got the very best teachers into it, and the courses they offered
were all of the same sort and according with good standards of
quality. I think of him as the most delightful conversationalist
I've ever known.
Q: He accomplished a great deal, didn't he, for his personal career.
A: Yes, he certainly did, yes.

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the University of California to teach Latin. When I was teaching
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asked the University to grant it they would excuse me and let me
go to Europe and receive further training. They acquiesced in
that and they said that I would have to sever my connection with
the University and then apply, and this was to be when I got
through, for reinstatement. They said, "We can't give an instruc-
tor a leave of absence to go. You have to sever your connection
and go, and, presumably, we'll be willing to restate you." So I
resigned and went to the University of Berlin for further training.

Do-it-yourself Latin

LJR: Now, I've told you that I had learned German when I was a boy. My tutor was with us until I spoke English and German with just about equal fluency. So, when I was teaching at the University of California and wanted to go abroad for further training, I naturally went to the University of Berlin, where German was the main language. And to my utter astonishment I discovered when I got there that while some of the professors lectured in German, some lectured in Latin and spoke it, you know. And at the end of the course the student had to pass an oral examination in Latin on the subject matter. In other words, he had to speak Latin just the way I'm speaking English to you right now.

Whereupon I went to one of the learned professors and I said, "How can I get a speaking knowledge of Latin? I studied Latin in America but that was just translation work, that's all."

"Well," he said, "I'll tell you how to do it. You select two thousand pages of Latin prose, not too hard, good Latin prose. And you walk up and down in your room and you read aloud the two thousand pages. At the end of each page you say to yourself in Latin, 'Now, what was that all about that I've just read?' You have just had the vocabulary because you read it aloud. Now tell yourself what that was about. Do that for two thousand pages and at the end of it you'll discover that you can speak Latin."

Well, I got the two thousand pages; one of the parts of it was the New Testament in Latin, and then Latin classics from the

1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9, 1-10, 1-11, 1-12, 1-13, 1-14, 1-15, 1-16, 1-17, 1-18, 1-19, 1-20, 1-21, 1-22, 1-23, 1-24, 1-25, 1-26, 1-27, 1-28, 1-29, 1-30, 1-31, 1-32, 1-33, 1-34, 1-35, 1-36, 1-37, 1-38, 1-39, 1-40, 1-41, 1-42, 1-43, 1-44, 1-45, 1-46, 1-47, 1-48, 1-49, 1-50, 1-51, 1-52, 1-53, 1-54, 1-55, 1-56, 1-57, 1-58, 1-59, 1-60, 1-61, 1-62, 1-63, 1-64, 1-65, 1-66, 1-67, 1-68, 1-69, 1-70, 1-71, 1-72, 1-73, 1-74, 1-75, 1-76, 1-77, 1-78, 1-79, 1-80, 1-81, 1-82, 1-83, 1-84, 1-85, 1-86, 1-87, 1-88, 1-89, 1-90, 1-91, 1-92, 1-93, 1-94, 1-95, 1-96, 1-97, 1-98, 1-99, 1-100, 1-101, 1-102, 1-103, 1-104, 1-105, 1-106, 1-107, 1-108, 1-109, 1-110, 1-111, 1-112, 1-113, 1-114, 1-115, 1-116, 1-117, 1-118, 1-119, 1-120, 1-121, 1-122, 1-123, 1-124, 1-125, 1-126, 1-127, 1-128, 1-129, 1-130, 1-131, 1-132, 1-133, 1-134, 1-135, 1-136, 1-137, 1-138, 1-139, 1-140, 1-141, 1-142, 1-143, 1-144, 1-145, 1-146, 1-147, 1-148, 1-149, 1-150, 1-151, 1-152, 1-153, 1-154, 1-155, 1-156, 1-157, 1-158, 1-159, 1-160, 1-161, 1-162, 1-163, 1-164, 1-165, 1-166, 1-167, 1-168, 1-169, 1-170, 1-171, 1-172, 1-173, 1-174, 1-175, 1-176, 1-177, 1-178, 1-179, 1-180, 1-181, 1-182, 1-183, 1-184, 1-185, 1-186, 1-187, 1-188, 1-189, 1-190, 1-191, 1-192, 1-193, 1-194, 1-195, 1-196, 1-197, 1-198, 1-199, 1-200, 1-201, 1-202, 1-203, 1-204, 1-205, 1-206, 1-207, 1-208, 1-209, 1-210, 1-211, 1-212, 1-213, 1-214, 1-215, 1-216, 1-217, 1-218, 1-219, 1-220, 1-221, 1-222, 1-223, 1-224, 1-225, 1-226, 1-227, 1-228, 1-229, 1-230, 1-231, 1-232, 1-233, 1-234, 1-235, 1-236, 1-237, 1-238, 1-239, 1-240, 1-241, 1-242, 1-243, 1-244, 1-245, 1-246, 1-247, 1-248, 1-249, 1-250, 1-251, 1-252, 1-253, 1-254, 1-255, 1-256, 1-257, 1-258, 1-259, 1-260, 1-261, 1-262, 1-263, 1-264, 1-265, 1-266, 1-267, 1-268, 1-269, 1-270, 1-271, 1-272, 1-273, 1-274, 1-275, 1-276, 1-277, 1-278, 1-279, 1-280, 1-281, 1-282, 1-283, 1-284, 1-285, 1-286, 1-287, 1-288, 1-289, 1-290, 1-291, 1-292, 1-293, 1-294, 1-295, 1-296, 1-297, 1-298, 1-299, 1-300, 1-301, 1-302, 1-303, 1-304, 1-305, 1-306, 1-307, 1-308, 1-309, 1-310, 1-311, 1-312, 1-313, 1-314, 1-315, 1-316, 1-317, 1-318, 1-319, 1-320, 1-321, 1-322, 1-323, 1-324, 1-325, 1-326, 1-327, 1-328, 1-329, 1-330, 1-331, 1-332, 1-333, 1-334, 1-335, 1-336, 1-337, 1-338, 1-339, 1-340, 1-341, 1-342, 1-343, 1-344, 1-345, 1-346, 1-347, 1-348, 1-349, 1-350, 1-351, 1-352, 1-353, 1-354, 1-355, 1-356, 1-357, 1-358, 1-359, 1-360, 1-361, 1-362, 1-363, 1-364, 1-365, 1-366, 1-367, 1-368, 1-369, 1-370, 1-371, 1-372, 1-373, 1-374, 1-375, 1-376, 1-377, 1-378, 1-379, 1-380, 1-381, 1-382, 1-383, 1-384, 1-385, 1-386, 1-387, 1-388, 1-389, 1-390, 1-391, 1-392, 1-393, 1-394, 1-395, 1-396, 1-397, 1-398, 1-399, 1-400, 1-401, 1-402, 1-403, 1-404, 1-405, 1-406, 1-407, 1-408, 1-409, 1-410, 1-411, 1-412, 1-413, 1-414, 1-415, 1-416, 1-417, 1-418, 1-419, 1-420, 1-421, 1-422, 1-423, 1-424, 1-425, 1-426, 1-427, 1-428, 1-429, 1-430, 1-431, 1-432, 1-433, 1-434, 1-435, 1-436, 1-437, 1-438, 1-439, 1-440, 1-441, 1-442, 1-443, 1-444, 1-445, 1-446, 1-447, 1-448, 1-449, 1-450, 1-451, 1-452, 1-453, 1-454, 1-455, 1-456, 1-457, 1-458, 1-459, 1-460, 1-461, 1-462, 1-463, 1-464, 1-465, 1-466, 1-467, 1-468, 1-469, 1-470, 1-471, 1-472, 1-473, 1-474, 1-475, 1-476, 1-477, 1-478, 1-479, 1-480, 1-481, 1-482, 1-483, 1-484, 1-485, 1-486, 1-487, 1-488, 1-489, 1-490, 1-491, 1-492, 1-493, 1-494, 1-495, 1-496, 1-497, 1-498, 1-499, 1-500, 1-501, 1-502, 1-503, 1-504, 1-505, 1-506, 1-507, 1-508, 1-509, 1-510, 1-511, 1-512, 1-513, 1-514, 1-515, 1-516, 1-517, 1-518, 1-519, 1-520, 1-521, 1-522, 1-523, 1-524, 1-525, 1-526, 1-527, 1-528, 1-529, 1-530, 1-531, 1-532, 1-533, 1-534, 1-535, 1-536, 1-537, 1-538, 1-539, 1-540, 1-541, 1-542, 1-543, 1-544, 1-545, 1-546, 1-547, 1-548, 1-549, 1-550, 1-551, 1-552, 1-553, 1-554, 1-555, 1-556, 1-557, 1-558, 1-559, 1-560, 1-561, 1-562, 1-563, 1-564, 1-565, 1-566, 1-567, 1-568, 1-569, 1-570, 1-571, 1-572, 1-573, 1-574, 1-575, 1-576, 1-577, 1-578, 1-579, 1-580, 1-581, 1-582, 1-583, 1-584, 1-585, 1-586, 1-587, 1-588, 1-589, 1-590, 1-591, 1-592, 1-593, 1-594, 1-595, 1-596, 1-597, 1-598, 1-599, 1-600, 1-

was the New Testament in Latin, and then Latin classes from the
Well, I got the two thousand pages; one of the parts of it
at the end of it you'll discover that you can speak Latin."
yourself what that was about. So that for two thousand pages and
have just had the vocabulary because you read it aloud. Now call
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thousand pages. At the end of each page you say to yourself in
And you walk up and down in your room and you read aloud the two
two thousand pages of Latin prose, not too hard, good Latin prose.
"Well," he said, "I'll tell you how to do it. You select
in America but that was just translation work, that's all."
"How can I get a speaking knowledge of Latin?" I studied Latin
wherein I went to one of the famous professors and I said,
the way I'm speaking English to you right now.

LJR: Romans. And I walked up and down -- you know, I must have worked twelve hours a day on that. I worked all day long from early morning until I went to bed, reading that two thousand pages of Latin aloud. And when I finished it, I went over to the university and went into a lecture hall where there was a professor lecturing in Latin. Goodness, gracious, I understood every word he said! It was perfectly wonderful.

And so, during my stay in Berlin, I took some courses where the professor lectured in German and we read German books, and I took some courses where the professors lectured in Latin and all the examinations and the reading had to be in Latin.

Now, I want to tell you one delightful thing about that. I found I could speak Latin, then, just the way I've speaking English to you now, without the slightest hesitation, just the way I did German, too. Then in the vacations I traveled in Europe in order to get acquainted. And when I got into a country where the language was unknown to me, I could wait until I saw a Catholic priest walking along the street, and then I'd say, "Father" (Pater, we'd say, of course, in Latin), "I'm a stranger here. Will you kindly tell me what are the things I should see in this city in order to acquaint myself with the best things in your art and history." Whereupon the Catholic priest would always reply and give me very special directions and then almost always wind up by saying, "Beg pardon for asking the question, but are you a priest in just ordinary raiments?" [Laughter]

Ja: Roman. And I walked up and down -- you know, I must have worked

twelve hours a day or that. I worked all day long from early

morning until I went to bed, reading that two thousand pages of

Latin. And when I finished it, I went over to the univer-

sity and went into a lecture hall where there was a professor

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Catholic priest walking along the street, and then I'd say,

"Father" (*Pater*), we say, of course, in Latin), "I'm a stranger

here. Will you kindly tell me what are the things I should do

in this city in order to acquaint myself with the best things in

your art and history." Whereupon the Catholic priest would

always reply and give me very special directions and then almost

always wind up by saying, "Don't forget to bring the priest's

but are you a priest in your ordinary private" (laughter)

LJR: And I'd say, "No, I'm a student. But I am studying now at the University of Berlin where the students must know German and Latin. And that's how I happened to be able to speak it here to you."

Digital Multiplication Reconstructed

LJR: When I was at Berlin I read in an ancient work -- it was Quintilian -- that the Roman children didn't have to commit to memory the multiplication tables beyond the fives. They learned them from the twos to the fives and after that they did it all on their fingers. So I went to my learned professors and I said, "Show me how they multiplied on their fingers."

They said, "We only know that they did. No one in this world knows now how they did it."

"Well," I said, "thank you." I didn't say another word to these professors, but inside I said, "I'm going to make that an object of study for my thesis here. I'm going to use it." And I worked two years on that, and By George, I worked it out, I solved it. And there is an account of it in this paper.

["Digital Reckoning" by Leon Richardson, California Monthly for January 1940.] And now, let me give it to you simply:

The children in Greece and Rome committed to memory the multiplication tables only from the twos to the fives. Beyond that, they multiplied on their fingers. You see, beginning with the thumb, they numbered their fingers [raising his fingers consecutively] "one, two, three, four five" and now back to the thumb for

University of Berlin where the students must know German and Latin. And that's how I happened to be able to speak it here to you."

Digital Multiplication reconstructed

When I was at Berlin I read in an ancient work -- it was Ptolemy -- that the Roman children didn't have to commit to memory the multiplication tables beyond the fives. They learned them from the two to the five and after that they did it all on their fingers. So I went to my learned grammarians and I said, "Show me how they multiplied on their fingers."

They said, "We only know that they did. We saw in this world

know how they did it."

"Well," I said, "I didn't say anything and in these professors, but inside I said, 'I'm going to make that an object of study for my thesis here. I'm going to do it.' And I worked two years on that, and by degrees, I solved it out, I solved it. And there is an account of it in this paper.

"Digital Multiplication" by John H. Conway, California Institute for

January 1960. Let me give it to you briefly:

The children in Mexico and Rome committed to memory the multiplication tables only from the two to the five. Beyond that, they multiplied on their fingers. You see, beginning with the thumb, they numbered their fingers [starting with the thumb for itself] one, two, three, four, five, and then for the fourth for

LJR: "six" on each hand, "six, seven, eight, nine, ten." Each numbering of the fingers is called a cycle. One through 5 is the first cycle, 6 through 10 is the second, 11 through 15, and so on.

Suppose a child wanted to know how much 7 times 7 are. He said, "six, seven," [raising thumb and finger on his left hand] and "six, seven," [raising thumb and finger on this right hand]. One hand becomes the multiplier and the other hand the multiplicand. Now, you have four fingers raised and in this cycle each raised finger is worth 10, so 10 times 4 is 40. Now look at the three fingers remaining down on each hand and multiply them; 3 times 3 is 9. Therefore, the answer is 40 plus the 9. Seven times 7 is 49.

ARF: How would you figure 7 times 8?

LJR: You would say, "Six, seven" and "six, seven, eight." Five fingers are up, each worth 10, so the answer will be 50-something. Here is two fingers down on the right hand and three on the left, and multiplied together they give you 6. So 8 times 7 is 50 plus the 6, makes 56.

Now the Encyclopedia Britannica [pulling down the volume] -- there it is right there -- on the subject of fingered numerals says that I restored to the modern world the knowledge of how the ancients multiplied. And this reprint ["Digital Reckoning Among the Ancients" by Leon J. Richardson, from the American Mathematical Monthly, Vol XXIII, No.1, January, 1916, pp. 7-13], is not

"six" on each hand, "six, seven, eight, nine, ten." Each number of the fingers is called a cycle. One thumb is the first cycle, a thumb is the second, a thumb is the third, and so on.

Suppose a child wanted to know how much 7 times 7 are. He said, "six, seven," [raising thumb and finger on his left hand] and "six, seven," [raising thumb and finger on his right hand]. One hand becomes the multiplier and the other hand the multiplicand. Now, you have four fingers raised and in this cycle each raised finger is worth 10, so 10 times 4 is 40. Now look at the three fingers remaining down on each hand and multiply them; 3 times 3 is 9. Therefore, the answer is 49. This is 3. Seven times 7 is 49.

How would you figure 7 times 8?

You would say, "six, seven" and "six, seven, eight." Five fingers are up, each worth 10, so the answer will be 50-something. There is two fingers down on the right hand and three on the left, and multiplied together they give you 6. So 8 times 7 is 56 plus 6, makes 62.

Now the Encyclopedia Britannica [pulling down the volume] -- there is in right there -- in the subject of fingered numerals says that I referred to the modern world the knowledge of how the ancient multiplied. In this respect [The fingered numerals] the ancients" by Leon J. Richardson, from the American Mathematical Monthly, Vol. LXIII, No. 1, January, 1956, pp. 7-15, is not

LJR: my thesis because when I wrote my thesis on this subject I used Greek and Latin and any language that I wanted to. The men here in San Francisco, the certified public accountants here, wanted me to get out a brief version of this all in English for them, so this is what I got ready for them. That tells the whole thing, and you may have that.

ARF: Why don't we teach it to our children in school now?

LJR: I have taught it to children, and years later when those children had come into the University they'd come to my office and say, "Are you Professor Richardson?"

"I am."

"You taught me to multiply on my fingers when I was a little boy," (or a little girl, as the case may be) "and I've done it all the way through school, never had to commit to memory."

ARF: Is there a problem of it being slower when you get up into more complicated mathematics?

LJR: No, not at all. Let's see how much 17 times 17 are. "Sixteen, seventeen," [raising thumb and finger on left hand] -- "sixteen, seventeen," [raising thumb and finger on right hand]. Now, this is the third cycle. Did you notice? In the first cycle the value of the raised fingers is ten. In the second cycle ten. In the third cycle, 20, in the fourth cycle, 20, and they run that way, 10,10,20,20,30,30,40,40, on as far as you want to go. All right, these are 20. Now count on the raised fingers, 20,40, 60,80, and multiply the fingers that are down, 3 times 3 is 9.

my father because when I wrote my thesis on the subject I used Greek and Latin and my language that I wanted to. The man here in the library, the certified public accountant here, would like to get out a brief version of that all in English for them, nothing is what I got ready for them. What tells the whole thing, and you may have that.

Why don't we teach it to our children in school now? I have taught it to children, and years later when these children had come into the University they'd come to my office and say, "Are you Professor Richardson?"

"I am."

"You taught me to multiply on my fingers when I was a little boy," (or a little girl, as the case may be) "and I've done it all the way through school, never had to resort to memory."

It seems a wonder if it being since when you get up into more

complicated mathematics?

No, not at all. Let's see how much it takes to say, "thirteen,"

"thirteen," [raising thumb and finger on left hand] -- "thirteen,"

"thirteen," [raising thumb and finger on right hand]. Now, this

is the first cycle. Did you notice? In the first cycle the

value of the raised finger is ten. In the second cycle ten.

In the third cycle, 20, in the fourth cycle, 30, and they run

that way, 10, 20, 30, 40, 50, 60, 70, 80, 90, and then back to 10.

All right, there are 90. Now count on the raised fingers, 10, 20,

30, 40, and multiply the fingers that are down, 3 times 3 is 9.

- LJR: And add it together and that makes 89. Now, in this third cycle there is always a bonus of 200, so that makes 289. Therefore, 17 times 17 is 289.
- ARF: This is just like having a slide rule with you all the time.
- LJR: Children take it it like a duck to water because they feel they are beating the game. You see, they don't have to commit to memory up to the twelves.
- ARF: How high can you go?
- LJR: Up into the billions. There is no end to it.
- ARF: If you remember the bonuses and how to increase the value of your raised fingers on the proper cycles, you can go on indefinitely?
- LJR: Yes, indefinitely. This tear sheet will tell you how that is, so that you can multiply 472 by 472. You'll see. You can get it right away, yes.
- ARF: And that's what you wrote your thesis on. Tell me what the professors said when you had it figured out.
- LJR: You mean in Berlin? [Laughter] They were dumbfounded to think I got it.
- ARF: Did you just give it to them all of a sudden one day?
- LJR: Yes. I had the whole blooming thing all worked out. They were amazed.
- ARF: How did you first get on to the system?
- LJR: Well, I'll tell you, it's a complicated story. I thought if I could only get in touch with the ancient Romans they would tell me, of course, at once. But now, is there a way of getting in

and add it together and that makes 99. Now, in this fair game
there is always a bonus of 200, so that makes 299. Therefore,

17 times 17 is 289.

This is just like having a child rise with you all the time.

Children take it if that's due to what because they feel that

are beating the game. You see, they don't have to commit to

memory as the teacher.

How high can you go?

Up into the millions. There is no end to it.

If you remember the numbers and how to increase the value of your

raised fingers on the proper circles, you can go on indefinitely.

Yes, indefinitely. This sort of thing will tell you how that is,

so that you can multiply 47 by 47. You'll see. You can get it

right away, yes.

And that's what you want your teacher to tell you about the pro-

cessors and when you find it limited out.

You mean in Berlin? [Laughter] They were supposed to think I

got it.

Did you just give it to them all of a sudden one day?

Yes. I had the whole thing going all worked out. They were

amazed.

How did you first get on to the system?

Well, I'll tell you. It's a complicated story. I thought if I

could only get in touch with the ancient Romans they would tell

me, of course, at once. But now, in these days of finding in

LJR: touch with the ancient Romans? I said, "Why, yes, if I could find a place on the European map where there are no cities anywhere near, peasants will doubtless be there. If I go into that area maybe I can find some peasants who have received this information about multiplying from their ancestors."

So I worked. On the map I found a place in Rumania where there weren't any cities anywhere around, just blank. I traveled down there and I got into that area and I began to talk with these peasants. Some of them spoke German, so I could communicate that way. And I began to study the peasants. I finally found an old lady who did something with her fingers to put her grandchildren to sleep. And I said to her, "Do you know anything about the way the ancient Romans used their fingers in mathematics for numbers?"

She said, "I remember that my father and mother knew that."

"Can you remember how they used their fingers in any way?"

"Well," she said, "I'll try to remember." She wasn't multiplying, you understand, but she used her fingers the way she remembered her father and mother used them. She showed the movements to me and then I went away. I said, "I believe I've got the start right there." And then it occurred to me, and I got the thing. But she helped me by telling me what she could remember about how her father and mother used their fingers.

ARF: You got the idea there at least about holding up some fingers and having the others down. You had to do it on your own from there.

touch with the ancient world? I said, "Yes, yes, if I could find a place in the world where there are no other people there now, I would like to live there. If I could find a place where I can find some people who have forgotten this information about multiplying from their ancestors."

So I worked. In the way I found a place in America where there weren't any other people around, just alone. I traveled

down there and I got into that area and I began to talk with these people. Some of them were old, so I could be sure of that way. And I began to study the people. I finally found an old lady who did something with her fingers to get her handwriting down to sleep. And I said to her, "Do you know anything about the way the ancient Romans used their fingers in mathematics for numbers?"

She said, "I remember that my father and mother knew that."

"Can you remember how they used their fingers in any way?"

"Well," she said, "I'll try to remember." She went on to explain, you understand, but she used her fingers the way she

remembered her father and mother used them. She showed the way to me and then I went away. I said, "I believe I've got the secret right there." And then it occurred to me, and I got

the idea. But she helped me by telling me what she could remember about how her father and mother used their fingers.

You got the idea there at least about holding up some fingers and giving the other hand. For me to do it on your own from there.

LJR: Oh, yes, I had to work. Seven-eighths of it I had to work out myself, yes.

ARF: And had arithmetic been a favorite subject of yours?

LJR: No. It was just a human subject. You see, I studied Latin and Greek and we call those the humanistic studies. We studied two civilizations, Greek civilization and the Roman civilization. And in a civilization you want to know things like how people multiplied.

Famulus to Hermann Grimm

LJR: While at the University of Berlin I worked under several distinguished scholars, among them Professor Hermann Grimm, who appointed me his famulus.

ARF: Hermann Grimm was a nephew, wasn't he, of the brothers who collected the fairy tales?

LJR: He was the son of one and the nephew of the other of the Brothers Grimm that collected the fairy tales.

ARF: What is a famulus?

LJR: That is a long story, and a very important one. When I went to the University of Berlin I took Grimm's work in the history of art and he invited me to come to his home. That was a rare thing for a professor there to do; they would see the men in the class and that would be the end of it. He saw me in the class and he invited me to come to his home, and he said, "I want to appoint you my famulus," and he did so.

Oh, yes, I had to work. I was in the office of it I was to work out

yourself, yes.

And had a fantastic dream of favorite subject of yours?

Yes. It was just a human subject. You see, I studied Latin and

Greek and we call these the humanistic studies. I studied two

civilizations, Greek civilization and the Roman civilization. And

in a civilization you meet to find that like any people multiplied.

Turning to Hermann Grimm

While at the University of Berlin I worked under several distin-

guished scholars, among them Professor Hermann Grimm, who

appointed me his assistant.

Hermann Grimm was a scholar, a man of the highest order, of the scholars who con-

ducted the fairy tales?

He was the son of one and the nephew of the other of the brothers

Grimm that collected the fairy tales.

What is a fairy tale?

That is a long story, and I very much regret that. When I went to

the University of Berlin I took Grimm's course in the history of

art and he invited me to come to his house. That was a rare

thing for a professor there to do; they would see you only in the

class and that would be the end of it. He saw me in the class

and he invited me to come to his home, and he said, "I want to

appoint you my assistant," and he did so.

LJR: I rushed over to the library after he had done this and I said to the librarian, "Can you tell me what a famulus is?" And the man said, "Why certainly, that's a great thing in this country. It is translated by the word 'attendant.' The great man, the elderly man, who appoints a younger man famulus takes him as his attendant to a great many occasions. And we have a book on the etiquette of the famulus. When he is taken by his patron the elderly man will introduce the young man to his friends everywhere he goes. The famulus is never to start a conversation. When he is introduced he's to bow from the hips and keep silent. Not a word. If the person to whom he is introduced starts a conversation, all well and good, then he may go on."

Well, Hermann Grimm took me to various places. The Kaiser wanted Hermann Grimm to come to a certain place and judge a painting, to see whether it was good enough to be put into the German Museum in Berlin. Hermann Grimm took me along. There were some very lofty, important men in that group that the Kaiser had brought together. Hermann Grimm introduced me. I bowed at the hips and never said a word after each one of these introductions and Hermann Grimm liked that very much, he liked it very much indeed. But not one of them initiated a conversation with me. Not one.

ARF: And you must have been eager to talk with them.

LJR: Well, I knew my business. They were called upon to do some

I pointed out to the library after he had done this and I said to the librarian, "Can you tell me what a 'Lecturer' is?" And she said, "Very certainly, that's a great thing in this country. It is translated by the word 'Lecturer'. The great man, the elderly man, who speaks at a public meeting and takes him as his audience to a great many occasions. And we have a lot of his students at the University. When he is asked by his patron the elderly man will introduce the young man to his friends everywhere he goes. The lecture is never to start a conversation. When he is introduced he's to bow from the hips and keep silent. Not a word. If the person to whom he is introduced starts a conversation, all well and good, then he may do so."

Well, Hermann Grimm took me to various places. The famous German Museum in Berlin. Hermann Grimm took me along. There were some very lofty, important men in that group that the Kaiser had brought together. Hermann Grimm introduced me. I bowed at the tips and never said a word after one of those introductory questions and Hermann Grimm liked that very much, he liked it very much indeed. But not one of them initiated a conversation with me. Not one.

And you must have been eager to talk with them.

Well, I knew my limitations. They were called upon to be

LJR: specific thing, to pass on that painting: was it good enough to be put into the national museum? They had that in their minds. They doubtless thought that I didn't know anything about painting and so they didn't initiate any conversation with me. But I heard the conversation and I heard the discussion and the verdict about the painting.

ARF: Could you see how Professor Grimm measured up to the other art critics of the day?

LJR: Oh my, he was very eminent. He was professor of art at the University of Berlin. That was a very high position. And really, his judgment on works of art was good. People knew it and they respected his judgment. It was always very well-considered, yes. So he was, in my judgment, an eminently successful professor in the University of Berlin.

ARF: Did you live in his house?

LJR: No, but here is the fact. When he entertained he had me there, and quite often he had me there for just the family dinner. I would be one person more at his family dinner.

ARF: Was this famulus relationship arranged through the university?

LJR: Not at all. When an eminent man appointed a young man his famulus that was a matter between those two, and it didn't come from any institution, and no institution came into the business at all. Any eminent man might, if he chose, appoint some young man as his famulus. Now, that's not a custom today in Germany, but that was a definite custom then.

specific thing, as based on that feeling: was it good enough to
be put into the national museum? They had been in their minds.
They discussed things that I didn't know anything about painting
and so they didn't initiate any conversation with me. But I
heard the conversation and I heard the discussion and the verdict
about the painting.

Could you see how Professor Gerson was used by the other art
critics of the day?
Oh yes, he was very content. He was professor of art at the Uni-
versity of Berlin. That was a very high position. And really,
his judgment on works of art was good. People knew it and they
respected his judgment. It was almost very well-considered, for
so he was, in my judgment, an extremely successful professor in
the University of Berlin.

Did you live in his house?
No, but near his house. When he entertained he was in there,
and quite often we had no time for just the family dinner. I
would be the person with at his family dinner.

Was this famous relationship between his university?
Not at all. There was no relation, and especially a person and his fam-
ily that was a matter between them, and it didn't come from
any institution, and no institution came into the picture at all.
Any relation was right, if he chose, against some person and his
family. Yes, there's not a certain bond in Germany, but that was
a definite question even.

ARF: How did he get interested in you?

LJR: Why, he saw me in his classes, and he picked me out through that. That's how he got acquainted with me. I was taking his work on the history of art and he saw me there. I, of course, now and then talked with him after a lecture about some particular work of art that I might have seen and was interested in, so he got acquainted with me that way.

You may be interested to know that after I returned to America we carried on an intimate correspondence until he died. So that this relation of famulus continued to exist when we were thousands of miles apart.

ARF: Do you still have the letters?

LJR: No, I don't believe I have, and I'm awfully sorry, but I don't think I have them.

ARF: What sort of things did an eminent art critic do in Germany at that time?

LJR: Well, to begin with, he had a beautiful residence in Berlin. And he entertained there a group of his kind, people who were traveling and had come from a distance, or people who lived there. He entertained a good deal. He liked that and his home was suited to it.

ARF: This takes finances. Now, is this a measure of the rate of pay that a scholar got in Germany in those days?

LJR: He was independently wealthy. His father and uncle had written a book that corresponds with our Webster's Dictionary, and it

Now did he get interested in you?
 Yes, he was as in his classroom, and he looked at our things that
 that's how he got acquainted with me. I was taking his work on
 the history of art and he was on there. I, of course, had
 then talked with him after a lecture about some particular work
 of art that I might have seen and was interested in, so he got
 acquainted with me that way.

You may be interested to know that after I returned to
 America we carried on an intimate correspondence until he died.
 So that this relation of friendship continued to exist when he was
 thousands of miles apart.

Do you still have the letters?
 No, I don't believe I have, but I'm awfully sorry, but I don't
 think I have them.

What sort of things did he write and what sort of things did he receive at
 that time?

Well, to begin with, he was a somewhat timid person in Berlin. And
 he entertained there a group of his kind, people who were social-
 ing and had come from a distance, or people who lived there. He
 entertained a good deal. He liked them and one was called
 to it.

This letter reminds me, you, in this respect of the time of my
 that a scholar was in Germany in those days.
 He was independently wealthy. His letters were made and written
 a good deal correspondence with our American, William, and it

LJR: sold all through Germany and the world. And they also printed the fairy tales. Why, the fairy tales sold by the wagon-load, yes. So that their books brought them a lot of money.

I want to add one more word to make that complete. Those two men got out a dictionary for the German language and a grammar for the German language, and it was the first great grammar of all European language. It became a model for grammars in German, French, Italian and so forth after it had appeared.

ARF: So he was born into a tradition of great scholarship.

LJR: Yes.

ARF: Your life seems to have been guided by great teachers.

LJR: Yes. I owe more personally to four men than any other men. One was Professor Gayley, the other was Frederick Leroy Bliss, the teacher who persuaded me to forsake the commercial course for the classical course in high school, and the other two were John Dewey and Hermann Grimm, as I have mentioned.

ARF: Was this an influence of a direct emulation type?

LJR: No, it was inspirational. Friendly and inspirational.

: sold all through Germany and the world. And they also printed
the fairy tales. But, the fairy tales sold by the hundred-thous, yes.

So what their books brought them a lot of money.

I want to add one more word to what you said. These
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mar for the German language, and it was the first German grammar
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German, French, Italian and so forth after it was published.
So he was born into a tradition of great scholarship.

Yes.
Your life seems to have been filled by great teachers.
Yes. I owe more personally to that man than any other man. One
was Professor Bailey, the other was Frederick Barry Little, the
teacher who persuaded me to leave the commercial course for the
classical course in high school, and the other two were John Dewey
and Herbert Gilman, as I have mentioned.

: And this an influence of a direct intellectual type?
: Yes, it was intellectual. Literally and intellectually.

RECALL TO CAL - 1897

Academic Life of the Professor

Teaching Latin Conversationally

LJR: Well, I got my work done in German and Latin. I was there nearly three years, until 1897. Then I sent word to the University of California that I felt I was ready to resume my work at the University if they wanted me. Whereupon I got a delightful telegram saying, "Come back, we want you." The regents hired me again. And that's how I began my long tenure there. You see, I first went there in 1891. So I began my tenure 68 years ago.

It was in August 1897 that I was reappointed to membership in the Latin department. I went to President Kellogg and I said, "Now, I am prepared to teach Latin by the conversational method. I can speak Latin just as easily as I speak English, and I can teach that way." Formerly I taught by having the students translate using a dictionary and a grammar. Now I could do it by the conversational method.

President Martin Kellogg said, "I do not dare to advise you to do that here, for there are other professors of Latin and they would be very much thrown into the shade if you were teaching Latin by the conversational method. So I shall have to ask you to teach by the old way, translation, grammar, and dictionary."

RF: Kellogg was a Latin teacher too, wasn't he?

LJR: Yes, he was.

"Well," I said, "very well, if that's the way you want me to do it, I'll do it." But now, I want to tell you that secretly I picked out about six of the brightest students in my Latin classes and I said to them confidentially, "Do you want to learn to speak Latin?"

And every one of them said, "Yes, is that possible?"

"You come to my office at five o'clock in the afternoon, three days a week, and I will talk Latin with you and teach you to talk Latin." At that time all the other professors had gone home -- five o'clock in the afternoon, you know -- but the students came in. One of those students was Robert Blake, a man well known, of the Blake family here in this region. Just a few days ago I met a professor from Harvard and in our conversation he just casually said, "We had a professor at Harvard, Robert Blake, who came from California. Did you know him? He was the only professor at Harvard who could speak Latin." Well, he was one of my students.

RF: How long did you keep up these nocturnal courses in Latin?

JR: I did it for a few years, and I can remember, by the way, teaching one woman who got the speech beautifully, and she became the teacher of Latin in Berkeley High School. And I used to go down there and watch her and she would stand before her class and talk to them in Latin, and she got them to talk by doing so. It was a very nice, charming way it was worked out there, very charming.

Yes, he was.

"Well," I said, "very well, if that's the way you want me to do it, I'll do it." "Very well," I said to him, "I will do it for you." I picked out about six of the brightest students in my Latin class and I said to them collectively, "No, no want to learn to speak Latin?"

And every one of them said, "Yes, is that possible?" "You want to my office or five o'clock in the afternoon, three days a week, and I will talk with you and learn you to talk Latin." At that time all the other professors had gone home -- five o'clock in the afternoon, too soon -- but the students came in. One of them students was Robert Blake, a son well known of the Blake family here in this region. Just a few days ago I met a professor from Harvard and in our conversation he said, "We had a professor at Harvard, Robert Blake, who came from California. Did you know him? He was not only professor at Harvard but would speak Latin." Well, he was one of my students.

Now then did you keep up these wonderful courses in Latin? I did it for a few years, and I was treasurer, by the way, teaching one woman who got the speech beautifully, and she became the teacher of Latin in the school High School. She I used to go down there and watch her and she would stand before the class and talk to them in Latin, and she got them to talk by heart all. It was a very nice, surprising way it was worked out there, very successful.

LJR: A baby learns the language of its mother by hearing the speech; that shows us that hearing is nature's way of teaching a language. Not translation with a grammar and a dictionary, and yet in the United States today, from San Francisco to Boston, in the schools everywhere, with a few exceptions, they teach languages by translation method. I am amazed that we haven't become aware of the truth about that matter. It is perfectly clear and definite that if you want to teach a language you want to work through the ear; that's the way to do it.

RF: Were you ever officially allowed to teach by the conversational method, perhaps under President Wheeler?

LJR: No, I never was allowed to in the University. I had to assign a certain passage from, we'll say, Lucretius, and say, "Now, tomorrow you come into the class and translate that passage and we'll discuss the matter. And you are to use your grammar and your dictionary, get it up and come in, and we'll have a discussion on that passage." That's the way I had to do it right along. Of course, it isn't what I call a bad method; I merely say that the conversational method is much better.

RF: Some teachers have come around to using the conversational method, haven't they?

LJR: No, I think they're teaching Latin and Greek exactly as they did. Why, over in the University they're teaching modern languages mostly that way. For example, studying French, you don't find the student that has studied French for two or three years able

A body of men and women of the highest quality, the
speech; that shows an excellent command of the English
language. And that is the reason why I am so glad to
see in the United States today, from the President to the
the schools we find, with the exception of a few
people of international reputation. I am sure that we have a
more of the spirit which is the basis of the English
definition that it is not a language but a way of life.
Through the way that we live in the United States.
You are very clearly shown to each of the conventional
method, perhaps under the name of "English".
No, I have not allowed to be the English. I had to make
a certain amount of time, as I say, English, and say, "Yes,
perhaps you can find the other and translate that passage and
we'll discuss the matter. And you are to use your grammar and
your dictionary. And it is all over it, and we'll have a discussion
on the English passage." That's the way I can see it right along.
Of course, it isn't that I tell a man that I really say that
the conventional method is such a failure.
Some teachers have even tried to use the conventional
method, haven't they?
No, I think that's the reason why I am so glad to see
you, over in the University that's teaching modern languages
mostly that way. For example, studying French, you don't find
the student that has studied French for two or three years who

LJR: to talk French; they knew French literature pretty well but they don't get a good speaking knowledge of the language. If you say, "Parlez-vous français, mademoiselle, s'il vous plait?" they don't know what you're talking about.

RF: In your teaching classical Latin poetry, did your ability to speak Latin help you?

LJR: Oh, yes.

RF: Somewhere you wrote that students should be able to really "read" Latin poetry -- not just sit down and laboriously figure it out and kill it in the process. How did you get your students to really "read" it?

LJR: Well, I read aloud to them the passage that we were treating that day and I said, "There is tonal music in this, tonal music." Now, the poet avoided harsh words, he put in words that were fitted into tonal music. "Arma virumque cano, Troiae qui primus ab oris"-- those are the first two lines of Virgil's Aeneid.

You hear that tonal music?

Arma virumque cano, Troiae qui primus ab oris
Italian, fato profugus, Lavinaque venit...

I tell them there is a music there.

RF: There is, when you say it.

LJR: There's music. It's the kind of thing the violin gives you.

And all the great poets know that and they strive to get it, and therefore if you merely take a poet like Virgil and read him with your eye and never read him aloud, you miss that music. So, in my teaching, while I wasn't allowed to develop the conversa-

to take French. They have French literature policy. Well, but they don't get a good knowledge of the language. If you say, "Partly-vue français, naturellement, c'est votre droit!" they don't

know what you're talking about.

In your teaching classical Latin poetry, did you decide to

speak Latin help?

Oh, yes.

Sometimes you write that students should be able to really "read"

Latin poetry -- not just sit down and laboriously figure it out

and kill it in the process. How did you get your students to

really "read" it?

Well, I read aloud to them the passages that we were working that day and I said, "There is some music in this, some music."

Now, the poet avoided harsh words, he put in words that were

fitted into some music. "Iris virgineo capite, Iris et prima

ad oris" -- these are the first two lines of Virgil's *Eclogues*.

You hear that some music?

Iris virgineo capite, Iris et prima
ad oris, cetera protulit, madrigal venit...

I tell them there is a music there.

There is, when you say it.

There's music. It's the kind of thing the violin gives you.

And all the great poets come out and they strive to get it, and

therefore if you really take a good look at Virgil and read him

with your eye and never read him aloud, you miss that music. So,

in my teaching, while I wasn't allowed to develop the conversation-

LJR: tional method, I did say, "I want you to read aloud everything we study in order to get the tonal music that the poet has put there."

ARF: I understand you used to visit your students.

LJR: Yes, I followed throughout my teaching, especially in the earlier years, the habit of calling on my students in their homes. I sometimes would ride twenty miles to some spot where one of my students lived and call on that student and his parents in the home. I don't know any professor that ever did just that, but for years I kept up that habit of calling on my students in their homes, when they had them. And I always found that that was quite worthwhile. They took more interest in what I was trying to teach them after I met their father and mother. If I had a student and got acquainted with his or her father and mother it was a very pleasant relationship.

ARF: Did you also find that you could stimulate germinating ideas they had at that age?

LJR: Well now, I don't remember just that. I don't know that I did. What I endeavored to establish when I called at the home was a pleasant social relation. You can't do it now; it's too big.

ARF: It would be difficult getting around to 200 students in a class.

LJR: That's it. You can't do it. The classes were smaller then, and I could do that. In the course of a year I could call at the homes of all my students that had homes where they were living with their father and mother.

ARF: You didn't necessarily call on those who were living in boarding houses, or --

tional method, I am sure, it will give to each student something to study in order to get the final result that the goal has set there."

I understand you must be visiting your students.

Yes, I followed through on my promise, especially in the earlier

years, the habit of calling on my students in their homes. I

sometimes would find myself alone in some small house and my

students lived and well in their studies and the students in the

home. I don't know any professor that ever did just that, but

for years I kept up that habit of calling on my students in their

homes, when they had them. And I always found that that was quite

worthwhile. They took more interest in what I was trying to teach

than after I got their letters and answers. If I had a student and

got acquainted with him or her before and after it was a very

pleasant relationship.

Did you also find that you could stimulate your students more

and at that time?

Well now, I don't remember just that. I don't know that I did.

That I answered to students when I called at the home was a

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It would be difficult visiting around the 100 students in a class.

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I could do that. In the course of a year I could call at the

homes of all my students that had homes where they were living

with their father and mother.

You didn't necessarily call on those who were living in boarding

houses, or --

LJR: Usually I did not. It was a little difficult. I may have met those students socially out somewhere, and if so I took occasion to cultivate them and get acquainted with them, but as a rule I followed the idea of calling where a student was living at home. That's part of the good, old days. You can't do it now.

Public School Examiner

LJR: In the year 1901 I was school examiner for the state of California and visited every high school in the state for one day to rate and report on its quality of work so that the students might be received from the good schools without entrance examinations, simply upon recommendation of their teachers.

ARF: Did you think this was a good plan?

LJR: Oh, yes. It had to be tactfully done, but I think I did it that way. I didn't hurt anybody's feelings. I did the best I could, and I think the schools that didn't get the recommendation realized that they had defects in their teaching. And they didn't get sore about being left out for the time being. What they did was this: they began to brace themselves and improve. They saw that other schools had been approved and they wanted to be in that class. So there was an applied effort to improve the teaching right after that.

ARF: Did this plan of letting students in without examination work well for the University?

JR: Why, I think that worked very successfully. It comes right down

Usually I did not. It was a little difficult. I may have met those students socially out somewhere, and if so I took occasion to cultivate them and get acquainted with them, but as a rule I followed the idea of calling, where a student was living at home. That's part of the good, old days. You can't do it now.

Public School Teacher

In the year 1901 I was school examiner for the state of California and visited every high school in the state for one day to take and report on its quality of work so that the students might be received from the good schools without entrance examinations, already upon recommendation of their teachers.

Did you think this was a good thing?
Oh, yes. It had to be factually done, but I think I did it that way. I didn't hurt anybody's feelings. I did the best I could, and I think the schools that didn't get the recommendation realized that they had fallen in their teaching. And they didn't get some about being left out for one time being. What they did was this: they began to brace themselves and improve. They saw that other schools had been approved and they wanted to be in that class. So there was an applied effort to improve the teaching right after that.

Did this plan of letting students in without examination work

well for the university?

Why, I think that worked very successfully. It seems right when

- LJR: to the present day; it's always worked well; there had been no defect in it that we've ever found.
- ARF: As a rule the students have measured up to expectations?
- LJR: Oh, yes, they have.
- ARF: Could you give a description of a school examiner's job?
- LJR: Yes. At first I was sent out to one school every week for a time and then there was one year in which I devoted my whole year to visiting every school in California, one whole year. And I went from San Diego clear to the northern boundary and I never missed one school in the state -- visited every one that year.
- ARF: And this was for your specialty of Latin and Greek?
- LJR: No, not at all. That work was to foster a sound curriculum in the schools and as far as possible to assist in their getting good teaching. Those two problems were in my mind when I went to each school.
- ARF: Was your criterion for a sound curriculum the same for all of the schools?
- LJR: No.
- ARF: You differed between rural and city schools?
- LJR: The sound curriculum is determined by the needs of the community. And when I say that, I mean that the community will have certain lines of business that are intensified. It will have certain needs that are different from the needs of other communities. And the sound curriculum is one that is properly adjusted to the needs of the particular community.

as the present day; it's always wanted; there has been no
change in it just as it's ever been.

As a rule the students have wanted us to separate.

Oh, yes, they have.

Could you give a description of a normal student's job?

Yes. At first I was sent out on one school every week for a time.

and then there was the year in which I devoted my whole year to
visiting every school in California, one week. And I went
from San Diego down to the northern boundary and I never missed
one school in the state — thirty-two and one-half.

And this was the year especially of Latin and Greek.

No, not at all. That was not so far from a normal curriculum in

the schools and as far as possible to assist in their progress.

Good morning. Those two conditions were in my mind when I went

to each school.

Was your criterion for a normal curriculum the same for all of

the schools?

No.

You differed between rural and city schools?

The sound curriculum is determined by the needs of the community.

and when I say that, I mean that the community will have certain

lines of business that are interested. It will have certain

needs that are different from the needs of other communities. And

the sound curriculum is one that is properly adjusted to the

needs of the particular community.

ARF: Well, how does this fit in with the necessity for a broad, general classical education in the high school curriculum?

LJR: Well, the University must have the broad general curriculum and the fields of interest, but the high school is affected a great deal by the local business and professional interests. And when I went each times to examine high schools I always talked with men in the community to find out what the dominant interests were, for those interests must be taken into account in the making of the proper curriculum for the school.

ARF: At the same time you had to keep in mind what these students needed as preparation for the University if they should want to come.

LJR: Yes. Of course, I always took the ground that there would be a certain percentage of the students going on to the University. And their needs were something there. But the majority of the pupils in the school weren't going to the University and I had to think of their needs when they went out and got positions in the stores in the community and possibly in the professions of the community. What I advocated for those students going to the University was not something that I thought of as applicable to the whole school. I never advocated one curriculum for all purposes, but always took into account special problems that were involved in each community.

ARF: Did your ideas about teaching young children languages ever have any effect on the schools when you were school examiner?

well, how does this fit in with the possibility of a broad, general

classical education in the high school curriculum?

Well, the University has been the great general education and the focus of interest, but the high school is affected in great part by the local interests and professional interests. And when I went back there to examine the situation I always found that used in the community to find out what the general interests were, for these interests were the basis of the success in the making of the proper curriculum for the school.

At the same time you had to keep in mind what these students needed as preparation for the University if they should want to go.

Yes, of course, I always knew the ground that there would be a certain percentage of the students going on to the University, and their needs were something there. But the majority of the pupils in the school were going to the University and I had to take of their needs when they were in the high school. So the choice in the community was possible in the profession of the community. And I thought the high school was going to be University was not something that I thought it was applicable to the high school. I never considered the curriculum for all purposes, but always took into account special students that were involved in each community.

Did you have about twenty years of the curriculum that have any effect on the schools when you were school secretary?

LJR: Well, the high schools were so fixed in their ideas that I could not change them; I had to take the high schools as they were and examine the teaching done and report on it. I couldn't undertake to bring about a revolution. It would have made trouble, just the way it would there in the University if I had done it. They wouldn't let me do it in the University; they wouldn't in the high schools either, of course.

RF: Do you think any of the teachers would have been able to teach Latin conversationally?

JR: No, they had not been trained that way. They had all been trained by the translation method. I never found a teacher that could speak Latin throughout the state in the year I was examiner.

President Wheeler

JR: Martin Kellogg was the president when I returned from Berlin. I want to tell about Mr. Kellogg because he was a professor of Latin as well as president of the University at that time. He was a very gentle, quiet person; he was not like some of the University presidents you hear about who go around the country making brilliant speeches; he didn't do that kind of thing at all. He conducted the faculty meetings very properly and he was always quiet and serene in his manner. But he never went out on speech-making trips throughout the state, never did that, and that went on until Benjamin Ide Wheeler came.

Well, the other schools were so fixed in their ideas that I could not change them, I had to take the high schools as they were and exchange the teaching time and report on it. I could not make any change in the curriculum. It would have been impossible, just the way it was fixed in the curriculum of the high schools. They wouldn't let me do it in the university; they wouldn't in the high schools either, at all.

In the same way of the teachers would have been able to teach Latin conversationally.

But, they had not been trained that way. Just now all were trained by the translation method. I never found a teacher that could speak Latin throughout his whole life in the past I was accustomed

President Eliot

Walter Eliot was the president when I returned from Berlin. I went to tell about Dr. Salting because he was a professor of Latin as well as president of the University of Cambridge. He was a very gentle, quiet person; he was not like some of the University presidents who were about the same as the country. He was a very quiet person; he was not like some of the quiet and seems in his manner. But he never went out on a speech-making trip throughout the state, never in fact, and that was on really maintain the special case.

Wheeler and Richardson

LJR: Now, Wheeler was a human being of an entirely different sort. He loved to talk. He made speeches with great ease, and when he got to the University of California he not only conducted his office work and conducted faculty meetings but he traveled all over the state of California acquainting the people with the University in some detail, making speeches everywhere. And I happened to be quite close to him because he had heard that I had been a school examiner in California. I had been all over the state doing that and, inasmuch as I'd had that experience, Benjamin Ide Wheeler said, "I want you to help me plan my next trip," and so forth. So, he often had me in his office telling me what he wanted to do next. He said, "You make out the plan of my trip for this particular section of the state."

Wheeler was in office twenty years. Other presidents had just been in a short time, but Wheeler was in office twenty years and during that time he rendered great service to the University.

RF: How did he manage to stay in office so long?

JR: Well, it was his great ability as an executive, and he enjoyed doing it, and nobody ever suggested that he stop and vacate his position and let another man come in. You see, they did that in these other cases. Now, there was Horace Davis in San Francisco, a very delightful man, and he was president from 1888 to 1890, two years. He was a Harvard graduate. And at the end of two years his friends said, "Don't you think you'd better resign

Wheeler and Richardson

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Q: Wheeler was in office twenty years. What experience had just been in a short time, but Wheeler was in office twenty years and during that time he rendered great service to the University.

Q: How did he manage to keep in office so long?
A: Well, it was his great ability as an executive, and he enjoyed doing it, and nobody ever suggested that he stop and vacate his position and let somebody else come in. You see, they did that in some other cases. Now, there was Horace Wells in San Francisco, a very delightful man, and he was president from 1885 to 1890, two years. He was a Harvard graduate. And at the end of two years his friends said, "Don't you think you'd better resign

LJR: and let somebody else come along?" That's the way it was done. It wasn't always a blunt statement, but the hint was passed.

ARF: The legislature and the state as a whole were continually harassing the University, weren't they?

LJR: Yes.

ARF: How did Wheeler handle those dissatisfactions so successfully?

LJR: He did that through his great ability to mingle with men, to get their point of view, and then to argue any particular issue that came up. And he did that so successfully that these politicians in the state thought he should do more of this good work.

Nobody suggested to him that he should stop work until a great accident happened. I will tell you now about it. He had a little vacation that enable him to go to Europe for two or three months, in about 1911, and there he made the acquaintance of the Kaiser. And he and the Kaiser seemed to hit it off wonderfully together. When he came back he showed a friendliness toward the Kaiser which amounted to lack of interest in some degree in our government.

ARF: You mean even at the time he came back, which was considerably before we entered the war, that sympathy for the Kaiser was tantamount to disloyalty to our government?

LJR: They did interpret it as disloyalty even that early. Things were moving in that direction. And his presidency was ended by the unfortunate introduction of his friendship with the Kaiser. He came back from Germany and he had so much enthusiasm about

Yes.

and the University, weren't they?

The Indians and the whole lot were continually harassed. It wasn't always a direct statement, but the hint was present. And let me say right at the end, "That's the way it was done."

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he came back from Germany and he had so much enthusiasm about the unfortunate situation of his friends with the Kaiser. And his presidency was ended by were moving in that direction. That his interest is so obviously even more early. This

LJR: the Kaiser that it didn't suit the people. One day a boy came into President Wheeler's office and said, "I'm going to leave college. I'm going to enlist in the army."

"Why are you doing that?" Wheeler asked. "If we went to war with Germany we'd get whipped surely, with that German army I saw when I was over there. You might get killed."

The boy reported that and, oh, it made scandal. That our people couldn't stand and that made it necessary for him to resign. It was forced on him to resign. The regents suspended Wheeler from any more duties and the function of the presidency was carried on by three men for a little while before the next president was elected. Professors Gayley, Morse Stephens, and William Carey Jones together performed the functions of the president until President Barrows came in.

ARF: In December 1919, I believe. Since you were on the faculty at that time, do you remember when the faculty first found out that these three men were actually in charge? I believe they were appointed a year or more before Wheeler actually resigned.

LJR: No, I don't think I have any definite information on that.

ARF: You had been here during Wheeler's entire term, hadn't you?

LJR: Yes. I was rather close to President Wheeler for a number of reasons, one of which is jocose. After Wheeler first arrived, and for the next ten or twelve years, he was very successful and very popular and lectured all over the state. When I met Wheeler I told him a funny story and it impressed him so deeply

the last part is didn't suit the people. One day a boy came into President Wheeler's office and said, "I'm going to leave college. I'm going to enlist in the army."

"Why are you doing that?" Wheeler asked. "If we went to war with Germany we'd get whipped surely, with that German army I saw when I was over there. You wouldn't get killed."

The boy reported that and, oh, it made a scandal. That day people couldn't stand and that was it necessary for him to resign. It was forced on him to resign. The woman suggested Wheeler from the other side and the function of the presidency was carried on by some one for a little while before the next president was elected. Professor Gaylor, Harry Johnson, and William Carey Jones together performed the functions of the president until President Garfield came in.

In December 1877, I believe. When you went on the faculty at that time, do you remember when the faculty first found out that these three men were actually in charge? I believe they were appointed a year or more before Wheeler actually resigned.

Yes, I don't think I have any definite information on that.

You had been here during Wheeler's earlier term, hadn't you?

Yes. I was rather close to President Wheeler for a number of persons, one of whom is Jackson. After Wheeler first resigned, and for the next few years, he was very successful and very popular and lectured all over the state. When I met Wheeler I told him a funny story and he interested him so greatly

LJR: that he said, "I've got to make speeches, now, as president of the University, all over the state of California. I foresee that I've got to make hundreds of speeches. I want to know if I may have a private and personal accommodation from you. Will you turn over to me a funny story quite often that I can use in my speeches?"

"I should be happy to do that." And do you know that for quite a number of years following that I came to his office and his clerk would say, "Yes, Wheeler is in."

"I want to see him."

"Is it official business?"

"Yes, it is, but it isn't anything I can report to anybody else; it's confidential." And I would go into his office, then, and give him the latest best stories that I had found. I did that for years with Wheeler, and he would use these stories as he traveled about the state and made his speeches.

Wheeler's Difficult Days

JR: And do you know, that relation became quite friendly, for when Wheeler was finally ousted, lost favor, he invited me to come to his house and have dinner with himself and Mrs. Wheeler, and he was in the dumps over the catastrophe that had come out of his being with the Kaiser and talking too much about it when he got back. He talked at that dinner; he said, "I wonder if you can do anything to help me out of the bad situation I'm in."

that he said: "I've got to make speeches, now, on account of
the university, off about the state of California. I thought
that I've got to make hundreds of speeches. I want to know if I
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about; it's confidential." And I would go into his office, then,
and give him the latest and greatest about I had found. I did
that for years with Wheeler, and he would use these stories and
he traveled about the state and made his speeches.

Wheeler's Official Story

And he you know, that relation became like friendship, for when
Wheeler was finally elected, I got to go, he invited me to come
to his house and have dinner with himself and Mrs. Wheeler, and
he was in the house over the celebration that had come out of
his being elected Governor and during the week about it when he
got home. He talked at that dinner; he said, "I wonder if you
can do anything to help me out of the bad situation I'm in."

LJR: And I said, "Why, that's impossible. I can't do anything. I can't foresee how I could do anything. I'm only one individual member of the faculty and the regents have taken action about you. I don't see how I could."

"Well," he said, "I thought I'd just mention it and see if you could."

I couldn't. Of course, he had made the mistake. That was quite largely the reason that the regents cut him off and put in the three deans to take his place in the wartime.

ARF: Do you know which regents were the most anxious about this?

LJR: Oh, if I should see the names of the regents at that time I should probably recognize them, but I can't just offhand think who they were.

ARF: Was Moffitt a regent then?

LJR: Yes, Moffitt was a regent and a very intimate friend. He was best man at my wedding in 1900. You see, if you take a man and make him best man, that's your most intimate friend.

ARF: How did he feel about Wheeler's pro-Germanism?

LJR: Oh, he felt as the rest of the regents did, that Wheeler did foolish things in that way, said foolish things and incapacitated himself for his position through that. Moffitt felt that, oh yes. He quite felt that Wheeler had lost his usefulness by this fad he had of talking of his intimate friend the Kaiser.

RF: I've heard from other sources that Henry Morse Stephens was a very intimate friend of Wheeler. Is that right?

JR: Yes, he was.

And I said, "Well, that's impossible. I can't do anything. I can't do anything now I can't do anything. I'm just one individual member of the Society and the members have taken action about

you. I don't see how I could."

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in the three years to take his place in the world.

Do you know what people were the most anxious about that

Oh, if I should see the names of the people at that time I

should probably recognize them, but I can't just offhand think

who they were.

Was Wolff a recent tenant

Yes, Wolff was a recent and a very interesting friend. He was

best man at my wedding in 1900. You see, if you take a man and

make his best man, that's your most intimate friend.

How did he feel about Wheeler's proposition?

Oh, he felt as the rest of the people did, that Wheeler did

foolish things in that way, and foolish things and imprudent

himself for his position among them. Wolff told that, and

yes. He felt that Wheeler had lost his position by this

and he had of losing of his intimate friend the Editor.

I've heard from other sources that Wheeler was a very

intimate friend of Wheeler. Is that right?

Yes, he was.

ARF: Was he more so than the other two deans, Gayley and Jones?

LJR: Yes. Wheeler and Stephens came from Ithaca, New York; they had both been at Cornell University and that's what started that friendship.

ARF: I was wondering if Stephens would have been able to help Wheeler any as Wheeler had asked you to help him.

LJR: No, he evidently didn't deem it wise to do it. He probably had some deep feelings in the matter, because they had been close friends, but he didn't deem it wise to attempt anything of that kind, no.

ARF: Did anybody come forward with a real effort for an interpretation of Wheeler's remarks at this time?

LJR: I can't remember that anybody did, no. I can't remember, never heard there was such a person.

ARF: I guess the press was very much against Wheeler's German views at that time.

LJR: Yes, very much, very much. Wheeler incapacitated himself for his position by his ideas there. It was a strange thing; you know, he just fell in love with the Kaiser. And they were chummy for a week or time -- as long as Wheeler was there. And the Kaiser took Wheeler out to see a drill of the army and oh, it impressed Wheeler tremendously with the power of Germany.

ARF: About six months before Wheeler actually resigned the faculty found out, but do you know if Wheeler's suspension was ever officially told the faculty?

Was he more so than the other two, Geyser and Johnson?
Yes. Wheeler and Stephens came from Idaho, New York; they had
both been at Cornell University and that's what started that

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at that time.

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his position by his own efforts. It was a strange thing: you

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it impressed Wheeler tremendously with the power of Germany.

About six months before Wheeler actually resigned the faculty

found out, but do you know if Wheeler's resignation was ever

officially told the faculty?

LJR: No, I don't have any information on that.

ARF: This is an index to my diary. I began to make a diary when I was fourteen years old and I've kept one ever since. Here's my diary for this year. I've kept my diaries going all the time and they are so voluminous that I have to have an index to them. But I find nothing listed here about the Wheeler resignation.

The Diary

ARF: What prompted you to begin this diary?

LJR: My father was a diary maniac and I caught it from him. I never would have done this if I hadn't seen my father doing it.

ARF: Where is your father's diary?

LJR: My son in Berkeley has a few volumes of it in his garret, but it's been lost mostly. I don't know how that happened.*

ARF: His diary would cover the Civil War too, wouldn't it?

LJR: Yes, it would.

ARF: I notice you have included clippings in your diary, too.

LJR: Yes, I put pictures in the diaries: they make reading more interesting. And then this volume is an index to the whole series and I have to use that because if I want to get some particular piece of information and I went to the diaries I might be two weeks in finding it. But this is indexed by dates. It shows me the year, then I can go and find it by the dates of what happened. Now here is the 13th of May 1919: "Leon" -- that's

*The son, John Alden Richardson, has no knowledge of this diary ever being in his home. Probably this reference is to Leon Richardson's own diary, which is stored in his son's attic. [ARF]

no, I don't have any intention of that.
This is an index to my diary. I began to write it when I was fourteen years old and I've kept it ever since. There's my diary for this year. I've kept my diaries going all the time and they're no longer there. I have to have an index to them. But I find nothing there about the weather station.

The diary

What prompted you to begin this diary?
My father was a diary writer and I copied it from him. I never would have known that I had his diary. I began to write it when I was in your father's diary.
My son in Germany was a few weeks old in his father's, but it's been lost recently. I don't know how that happened.
His diary would cover the Civil War too, wouldn't it?
Yes, it would.

I notice you have included photographs in your diary, too.
Yes, I put pictures in the diary; they were reading more interesting. And even the volume is an index to the whole series and I have to see that because if I want to see some particular piece of information and I want to see the diary I must be two weeks in finding it. The diary is indexed by dates. It shows me the year, then I can find it by the date of what happened. The date is the last of the diary: "March" -- that's

LJR: myself -- "became professor of Latin and director of the Extension Division."

ARF: So you outline the years here in the index and then you can simply go to the correct volume.

LJR: Yes. And at the bottom of the page I have the dates of the people who died in that particular year.

ARF: You have not only your own personal entries but also other events and conditions in the world in which you were living.

LJR: Yes. San Francisco Symphony Orchestra played in Berkeley, you see, March 13... and the 15th of March the American Legion was organized... 15th of November, "eggs, one dollar per dozen..."

ARF: And it was "five hours to motor from San Jose to San Francisco"?
[Laughter]

LJR: "Visited at James K. Moffitt's country home." (Since he was an intimate friend, I didn't have to put his name down in full, just "J.K.M.")

Here is another entry... On the 14th of January 1909 I was elected Phi Beta Kappa, Alpha Chapter, University of Michigan ... (That's my alma mater. They didn't have the Phi Beta Kappa when I was there; it came later. And so that's why they didn't elect me until 1909. I was graduated a long time before, 1890, nineteen years before.)

... We severed diplomatic relations with Germany as of the 3rd of February... and I received a telegram from John Dewey concerning his daughter, Jane, who decided to enroll at the

myself -- "became professor of Latin and director of the Latin
division."

So you outline the years more or less in order and then you can

simply go to the correct volume.

Yes. And at the bottom of the page I have the dates of the

people who died in that particular year.

You have not only your own personal notes but also other

events and conditions in the world in which you were living.

Yes. San Francisco Symphony Orchestra played in Berkeley, you

see, March 15... and the John F. Kennedy Library was

organized... 15th of November, 1963, and Dallas was bombed...

And it was "The House to Remember from San Juan to San Francisco?"

[Laughter]

"Visited at James E. Hoffert's country home." (Simon he was

an intimate friend, I didn't have to put his name down in 1961,

just "J.E.H.")

That is another entry... On the 15th of January 1962 I was

elected Phi Beta Kappa, Sigma Chi, University of Wisconsin

... (That's my alma mater. They didn't have the Phi Beta Kappa

when I was there: it came later. And so that's my Phi Beta

which was until 1962. I was graduated a long time before, 1930,

nineteen years before.)

... He never admitted relations with Germany as of the

1st of January... and I received a telegram from John Coway

concerning his daughter, Jane, who decided to enroll at the

LJR: University, and she came and lived in my house at 2415 College Avenue in Berkeley,

Classical Languages at Cal

Decline of Classical Languages

ARF: Do you think a student gets as much out of learning a modern language as he does out of studying an ancient one?

LJR: Well, now, I think it's almost impossible to say that in general the ancient languages are better for a person than the modern, or that the modern are better. People vary so in their lives and in what they're going to do and what they have done, so that some individuals are so situated in life that modern language study is far more rewarding to them than ancient.

The ancient study gives one a certain scholarly basis.

For example, if you've studied Latin and you go to the English dictionary to look up a word and you find the derivation of the word given there, you'll get more meaning out of the dictionary for that word by the fact that you've studied Latin. In other words, all your life you use the English dictionary far more effectively than you would if you hadn't studied Latin. And now when I consult the English dictionary I find that with practically every word I look up I'm using my training in Latin to get shades of meaning on that word that I'm looking up, yes.

ARF: Why was the Latin and Greek entrance requirement dropped in 1915?

University, and was once and lived in my house at 1115 College Avenue in Berkeley,

Classical Language at Cal

Decline of Classical Language

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language as he does out of studying an ancient one?

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effectively than you would if you hadn't studied Latin. And

now when I consult the English dictionary I find that with

practically every word I look up I'm getting my training in Latin

to get shades of meaning in that word that I'm looking up, yes.

Why was the Latin and Greek sentence repetition dropped in

1915?

LJR: Well, they gave up the study of Latin and Greek because -- and this was their word -- they were not so "practical" as the modern languages. Of course, the modern student studying Latin and Greek, according to the methods followed in teaching, doesn't really get practical results. Now, I spoke of needing Latin to understand word meanings when one goes to the dictionary. Well, they don't think that's much; they think that the ordinary person without Latin and Greek can get enough out of the dictionary.

ARF: Who thought this? It wasn't President Wheeler, because he was a Greek scholar, wasn't he?

LJR: Yes, he was.

ARF: Whose idea was it to drop the classical language requirement?

LJR: It was the modern language professors. They thought that it was going to increase the demand for their work, and they thought that they could argue successfully to the faculty that the practical character of the study of Greek and Latin was by no means so important as the practical results gotten from studying modern languages. They put the argument that way. I was in the faculty and I heard their argument. They said that practical advantages arising from the study of modern languages are very great.

ARF: And they won that round?

LJR: That's it. Of course, if you get right down to brass tacks -- if you study Latin and Greek you do much better when you are studying modern languages. Well, look at the way Latin and Greek have come into the modern languages. There are thousands and thousands

Well, they gave up the study of Latin and Greek -- and this was their word -- they were not so "practical" as the modern

languages. Of course, the modern student studying Latin and Greek, according to the methods followed in teaching, doesn't really get practical results. Now, I speak of needing Latin to understand word meanings when one goes to the dictionary. Well, they don't think that's much; they think that the ordinary person without Latin and Greek can get enough out of the dictionary. Who thought this? It wasn't President Wheeler, because he was a

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And they won that round?

That's it. Of course, if you get right down to Greek and Latin -- if you study Latin and Greek you do much better when you are studying the modern languages. Well, look at the way Latin and Greek have come into the modern languages. There are loanwords and thousands

LJR: of words in the modern languages that are drawn out of Greek or Latin.

ARF: Now, I notice that at that time there was still a graduation requirement of Latin or Greek.

LJR: Well, that was dropped eventually.

ARF: When the requirement was dropped did you find that you had less beginning courses in Latin and Greek, in proportion to the higher courses?

LJR: Yes. And the total number of persons taking Latin and Greek became very much less when the faculty withdrew its support of those subjects. So that when I came to the University in 1891 the number of students in the Latin classes was large -- why, I remember that I taught classes of thirty persons and I'd have perhaps three or four of those sections every day. Well, now the number has gone down, not thirty in a section, no.

ARF: To look at this from the back side, let me ask you why students in the 1890s were more interested in the "impractical" languages?

LJR: Well, at that time there was a strong feeling in England, and it came over into this country, that a highly educated man or woman gets something out of Greek and Latin that is essential. And you know, if you look into English history and read the biographies of people like Shelley and so on, they are all trained in Greek and Latin, every one. And the English, back there in the earlier times, had a strong feeling that a thoroughly educated person must start with Latin and Greek and then work down to the

- Q: of words in the modern languages that are drawn out of Greek or Latin.
- A: Now, I notice that at that time there was still a graduation requirement of Latin or Greek.
- Q: Well, that was dropped eventually.
- A: When the requirement was dropped did you find that you had less beginning courses in Latin and Greek, in proportion to the higher courses?
- Q: Yes. And the total number of persons taking Latin and Greek became very much less when the faculty withdrew its support of those subjects. So that when I came to the University in 1931 the number of students in the Latin classes was fewer -- why, I remember that I taught classes of thirty persons and I'd have perhaps four or five of those sections every day. Well, now the number has gone down, and thirty is a section, no.
- Q: To look at this from the back side, let me ask you why students in the 1930s were more interested in the "classical" languages?
- A: Well, at that time there was a strong feeling in England, and it came over into this country, that a highly educated man or woman was something out of Greek and Latin and it is essential. And you know, if you look into English history and read the official history of people like Shelley and so on, they are all trained in Greek and Latin, very good. And the English, back there in the earlier times, had a strong feeling that a thoroughly educated person must start with Latin and Greek and then work down to the

- LJR: modern languages from that basis.
- ARF: At what age did the students start their foreign languages then?
- LJR: They were generally about 12 years of age, and they studied Latin first and then came to Greek when they were about 15.
- ARF: They taught Latin and Greek in most of the high schools, didn't they, when you inspected the schools?
- LJR: When I began the work of school examiner most all, well, I could say every one, was teaching Latin, and quite a fair number taught Greek, not as many as taught Latin.
- ARF: What age do you think a student should start languages now?
- LJR: Well, you remember my father brought a tutor into the family when I was 12 and this tutor simply talked German to me and I got the language. Twelve is a very good age. Of course, now and then you'll find a child that's born in a family where one parent speaks English and the other speaks German as a mother tongue. And the child, even from infancy, hears both those languages. That is, of course, a fortunate thing. But that situation is rare. But in a family like mine -- my father just happened to meet a very charming young man from Germany. If that man had been French, why I should have had French. [Laughter]
- ARF: In a paper you wrote in about 1900 you said that a student should have at least two ancient languages and two or three modern languages beginning in about the seventh grade.
- LJR: Did I say that?
- ARF: Yes, and I wonder what you think now.
- LJR: Well, I don't think quite that way now. That means five languages

modern languages from that basis.
At what age did the students start their foreign languages then?
They were generally about 15 years of age, and they started Latin
first and then came to German when they were about 17.
They taught Latin and Greek in most of the high schools, didn't
they, when you inspected the schools?
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say every one, was teaching Latin, and quite a fair number taught
Greek, not as many as taught Latin.
You're saying you think a student should start languages now?
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I was 15 and this tutor really talked German to me and I got the
language. Twelve is a very good age. Of course, now and then
you'll find a child that's born in a family where one doesn't
speak English and the other speaks German or a mother tongue.
And the child, even from infancy, hears both those languages.
That is, of course, a fortunate thing. But that situation is
rare. But in a family like mine -- my father just happened to
have a very Germanic friend from Germany. If that man had
been French, my I should have had French. [Laughter]
In a paper you wrote in about 1901 you said that a student should
have at least two modern languages and that three modern lan-
guages including in about the seventh grade.
Did I say that?
Yes, and I wonder what you think now.
Well, I don't think quite that way now. That means five languages

LJR: -- two ancient and three modern. No, that's too much. That was an over-statement. I'd say now that for the ordinary student -- he'll have his mother tongue, English. And I think my father's idea was sound, namely, that every person, to succeed best in modern life, should have one modern language beside English. I'd put it that way, one modern language beside English.

ARF: What about a classical language?

LJR: Classical? Oh well, in that there are two groups. If a young person seems to be somewhat scholarly by nature, then both Latin and Greek. But if the boy or the girl doesn't seem to be especially scholarly, why then just the Latin will do. That is speaking of the world as it is today. If you are talking about England 200 years ago it would be another thing altogether. But I'm speaking of the United States today.

Merger of Latin and Greek Departments

ARF: Just before you returned, the Greek and Latin departments merged.

LJR: Yes. Linforth was chairman of the Latin department and I was chairman of the Greek department.

ARF: Why did the departments merge?

LJR: Well, you see, the modern languages were getting stronger and stronger and the number of students taking Greek and Latin, or just Latin alone, was small in comparison with the number taking the modern languages. And it was simply the difference in numbers that caused the feeling that the Greek and Latin weren't so important.

-- two ancient and three modern. No, that's too much. That was an over-statement. I'd say now just for the ordinary student -- he'll have his modern French, English, and I think his Latin. That was enough, really, that over, really, is enough. I'd modern life, should have one modern language besides English. But it that way, one modern language besides English.

What about a classical language?

Classical? Oh well, in that there are two groups. It's young person seems to be somewhat scholarly by nature, then both Latin and Greek. But if the boy or the girl doesn't seem to be especially scholarly, why then just the Latin will do. That is speaking of the world as it is today. If you are talking about England 200 years ago it would be another thing altogether. But I'm speaking of the United States today.

Director of Latin and Greek Departments

Just before you returned, the Greek and Latin departments merged.

Yes. Linforth was chairman of the Latin department and I was

chairman of the Greek department.

Why did the departments merge?

Well, you see, the modern languages were getting stronger and stronger and the number of students taking Greek and Latin, or just Latin alone, was small in comparison with the number taking the modern languages. And it was almost the difference in numbers that caused the feeling that the Greek and Latin weren't so important.

ARF: Was there an enlargement of the modern languages budget as the Greek and Latin shrank?

LJR: Oh, yes, that increased their budget decidedly.

ARF: And also their opportunities for research grants, library appropriations, and such?

LJR: Yes, the same way.

ARF: So that what you mean is that the Latin and Greek departments felt they might be losing out on some of this by remaining separate, is that it?

LJR: Yes. I'm not at all opposed to having Greek and Latin in one department now. The languages are so similar in their fundamentals that they work nicely together in one department. If they were totally different -- for example, if it was a case of Latin and Chinese -- I'd say "no." But you see, the Latin and Greek have so many roots in common and the languages are so closely related there that the merger is natural.

ARF: Can you tell me why Linforth was made the head of the department?

LJR: He was very scholarly, and I suppose that among the available persons teaching Greek they thought Linforth was the most scholarly, or the one with the best executive ability. You know, sometimes it isn't merely the scholarly side, it's executive ability. I think they felt that Linforth had good executive ability and was really scholarly in a good sense. I think the two came in there.

ARF: Is it true that this had been an idea in the two departments for years before it ever actually happened?

the first we will attempt to do is to get the

Greek and Latin names.

Oh, yes, that is the main thing.

And also their classification for research purposes, literary, philo-

sophical, and so on.

Yes, the same way.

So that when you mean is that the Latin and Greek departments

felt they might be doing out of touch by working

separately, is that it?

Yes. I'd not at all opposed to having Greek and Latin in one

department now. The languages are so similar in their treatment

that that they will really be doing in one department. If they

were totally different -- for example, it is very different of Latin

and Chinese -- I'd say "no." But you see, the Latin and Greek

have so many roots in common and the languages are so closely

related that that the merger is natural.

Can you tell me why Lincoln and those who were in the department?

He was very scholarly, and I suppose that among the scholars

persons teaching Greek they thought Lincoln was the best scholar

any, or the one with the best executive ability. You know,

sometimes it isn't really the scholarly side, it's executive

ability. I think they felt that Lincoln had more executive

ability and was really scholarly in a good sense. I think the

two came in there.

Is it true that this had been an idea in the department for

years before it was actually happened?

LJR: Oh, I think it grew gradually, yes, not suddenly.

ARF: Can you trace it to any one person who might have started it?

LJR: Well, now, let me see. I suppose Professor Merrill had more to do with that than any other man. William Augustus Merrill. He was a teacher of Latin and a practical man and I think he had a good deal to do with it, more than anybody else, I think.

ARF: After the two departments were brought together, even though you were retired, did you keep up with the department?

LJR: Oh, my interest went over very largely to the Extension Division. I didn't try to keep up my connection there with the department. I thought adult education was something of great importance in American life and I felt that I could render the best service by giving my energy and my thought to that. So I took my mind off the Latin department and I threw myself wholly into adult education work.

Founding of the Philological Association of the Pacific Coast

ARF: Do you remember the beginnings of the Philological Association of the Pacific Coast?

LJR: Yes.

ARF: I believe it was Professor Linforth who said you started that.

LJR: That, of course, is a very, very important organization, for that had to do with the fundamentals in all the languages that are taught in the University, not only the Romance languages, but Germanic and even the Chinese, Japanese. All the languages.

Oh, I know it goes gradually, yes, and gradually.
 Can you think it to say the person who might have started it?
 Well, now, let me see. I suppose Professor Gifford had some to
 do with that kind of thing. William Brewster, I think, was
 was a teacher of Latin and a practical man and I think he was a
 good deal of help with it, and some other things, I think.
 After the two departments were brought together, even though you
 were related, did you keep up with the department?
 Oh, my goodness! well, over your father, to the Extension Division.
 I think I try to keep up my connection there with the department.
 I thought about what was coming out of your report in
 American life and I feel that I could, when the time comes for
 giving up money and my money is lost. So I am up with it
 the Latin department and I know exactly what I am doing when
 I am working.

Founding of the Biological Association of the Pacific Coast
 Do you remember the beginning of the Biological Association
 of the Pacific Coast?
 Yes.
 I believe it was Professor Huxford who was started first.
 That, of course, is a very, very important organization, for that
 had to do with the importance in all the languages and the
 taught in the University, not only the English language, but
 German and even the Chinese, Japanese. All the languages.

ARF: I suppose it includes English?

LJR: Yes, English. It has to do with fundamentals of language, or languages. And I knew that there were organizations at Harvard and Yale somewhat on that order; they had a philological group that met and had conventions and discussions. I felt that we should do the same.

So I got a hint from those older, fine universities on that point, and I felt the philological association would combine all the universities on the Pacific Coast. Representatives would come from all of them -- California, Washington, Oregon, and Nevada -- all of them, and meet, and the discussions would be valuable. And it turned out to be so.

Oh my, we have volumes of the philological association. I had one volume here a few days ago. We have volumes once a year giving in print the substance of the discussions at the annual meeting. And I think that great good was accomplished in that way.

ARF: Whom did you get to help you begin it?

LJR: John Matzke of Stanford University. John Matzke was thoroughly interested in this idea and he and I, you see, representing the University of California and Stanford, got a good deal of strength right there. I got him to work with me and he was very good, and enthusiastic. He became the first executive secretary of the Philological Association of the Pacific Coast.

I suppose it contains nothing

but, really, it has to do with the relations of law-
givers. And I know that there were discussions at various times
this morning on this subject; they had a philosophical flavor that
was not very convincing and interesting. I will have to write
on the subject.

So I got a hint from some ideas, this morning, on the
subject, and I will be philosophical in my writing all
the morning on the subject of the relations of law-
givers to all of them -- the law, the moral law, the
law -- all of them, the moral law, and the physical law. It
will be a long and hard job.

On my way home, we were talking of the philosophical questions. I
had one question that I had asked. We have talked much about
giving in trial the substance of the discussion at the same
meeting. And I think that your good was accomplished in this way.
Then did you get to sleep last night?

John Adams of Harvard University. John Adams was extremely
interested in John Adams and he had a few questions. He
University of California was interested, and a good deal of
attention was given. I had this to write and he had to see that
good, and satisfaction. He became the first executive secretary
of the Philosophical Association at the University.

LIFE IN BERKELEY

Family and Faculty Life

Warring Wilkinson

ARF: You might tell us how you met your first wife, Maud Wilkinson.

LJR: Yes, I can tell you. Professor Gayley, when I arrived here, took me to call at her home, and I met her that way in 1891. Later I myself called on her at her home.

And then I went to Europe for graduate work there for three years and when I came back and called on her again our acquaintance ripened until we were engaged to be married. We were married in 1900, and the best man at my wedding was James Kennedy Moffitt. He was president of the business house of Blake, Moffitt, and Towne. He was chairman of the executive committee of the Crocker First National Bank. His home was at 86 Sea View Avenue, in Piedmont.

ARF: Didn't her father, Warring Wilkinson, have something to do with --

LJR: The Institution for the Deaf and Blind in Berkeley. He was head of it. He had been connected to the Institution for the Deaf in New York City when he was quite young, after he graduated from an eastern college. And he then learned that California had no institution for the deaf at all. So in 1865 he came out and he arrived and he said to newspapermen and others, "I've come to California to try to establish an institution for the

LJR: deaf and blind." That was reported in the newspapers and a large number of people recognized the importance of it and also recognized his ability to be the head of it; he used the manual alphabet perfectly. And then the legislature appropriated a sum of money for him to use in putting up buildings in Berkeley and organizing a faculty and starting the work of teaching the deaf systematically here.

ARF: How did he get the legislature interested in this?

LJR: He brought it all about by his talks before clubs and so forth after he arrived from New York, and the idea appealed so strongly to the people that the legislature caught it.

ARF: What sort of personality did he have. Was he able to push something like this with indomitable energy?

LJR: Yes, that is undoubtedly true. He was a man of very great vitality, rather large. And when he got up to speak before an audience you felt his magnetism; he could convey it to an audience. And he talked to various groups telling them that California must take care of its deaf. Must. Every well-organized community does that. And he presented the idea so forcefully that it went over.

ARF: Did he know somebody out here before he came?

LJR: No. Of course, he knew that California didn't have an institution for the deaf and blind when he was in New York; they kept track there in that school in New York City of what was being done for the education of the deaf in every state of the Union. He also felt that California would be an attractive place for him to

dead and blind." That was repeated in the manuscript and a large number of people recognized the importance of it and also recognized his ability to be dead of it; he used the word blind-ness perfectly. And then the illustration mentioned a man at work for him to see in writing as his life in history and he-cause a faculty was written the word of the child the dead

systematically here.

Now this he got the illustration interested in early. He brought it all along by his father before him and so forth after he arrived from the East, and now then appeared in history to the people that the illustration could be. What sort of personality did he have. Was he able to read what-thing like this with individual words?

Yes, that is undoubtedly true. He was a man of great vitality, rather large, and when he got up he spoke rather in evidence you felt his presence; he could convey it to an individual and he talked to various groups before them just as if he was one of the dead. Well, every well-organized community would that. And he presented the idea as forcefully that it was over.

Did he know somebody out here before he came? No. Of course, he knew that California didn't have an illustration for the dead and blind when he was in San Francisco; they were there in that school in San Francisco at that time when he was the director of the school in every state of the Union. He said that that California would be an especially good place for him to

LJR: live. And inasmuch as it didn't have an institution for the deaf, he saw his chance to do his work and live in California.

ARF: Did he marry out here, or was he already married?

LJR: No, he married here. His wife was a very delightful person, a well-educated woman, so she and he together did good teamwork.

Wife Maud Wilkinson

ARF: Your son has told me that your wife had a great many interests.

LJR: Yes, she did. She played the piano well and she was a member of the Berkeley Piano Club, which met periodically and did nice things in the way of getting musical events for Berkeley.

ARF: Did she write poetry also, as you do?

LJR: No, not at all.

ARF: Your son told me that he caddied for your wife Maud and Mrs. William Wallace Campbell when your wife was 72 years old.

LJR: Is that so? [Laughter]

ARF: And they played nine holes. She made a score of 45.

LJR: Gracious, that's very good, very good indeed. Yes, I had forgotten that figure. He would remember.

ARF: Did you play with her very much, or did you play separately?

LJR: Yes. She played before I did, you know, but I began as the result of the suggestion of a good friend.

ARF: Your son told me that also your wife was very interested in gardening. Did you do your own gardening around the house?

LJR: Yes, she was very much interested and she got me interested so

live. And I know, as it didn't have an inscription for the case,

he saw his chance to go his way and live in California.

Did he marry, not happy, or was he always solitary?

No, he married twice. His first wife a very beautiful person, a

well-educated woman, so she and he together did good work.

Wife and children

Your son has told me that your wife had a great deal of interest.

Yes, she did. She played the piano well and was a reader.

of the Berkeley Times Union, which was particularly so the case

things in the way of artistic and social events for Berkeley.

Did you write poetry also, as you do?

No, not at all.

Your son told me that he added to your wife's name and was.

William Wallace Campbell when your wife was 7 years old.

Is that not [laughter]

And they played nine holes. She made a score of 45.

Excellent, that's very good, very good indeed. Yes, I had for-

otten that figure. He would remember.

Did you play with her very much, or did you play separately?

Yes. She played before I did, you know, and I know as the

result of the suggestion of a good friend.

Your son told me that also your wife was very interested in

gardening. Did you do your own gardening, or was the house-

Yes, she was very much interested and was not very interested in

LJR: that I cooperated with her in gardening. After we were married I bought a piece of land on College Avenue in Berkeley and there built a house, and around that house we practiced gardening. My wife was very enthusiastic about that, and I worked with her. We made a very beautiful place. It has been allowed to go pretty much to rack and ruin now. My son doesn't like gardening, so he doesn't do anything to keep up the garden as a nice, orderly, well-managed place. I thought it would be nice to have on that place a redwood tree, whereupon I went to a place down in San Jose where they were selling redwood trees, the whole tree, small tree, with top and branches and roots. I bought one, brought it up and put it out on the south front of that lot, and it is now a tree 75 feet high, very beautiful.

ARF: Your wedding must have been a rather important one in Berkeley.

LJR: When we were married we went on a wedding trip to New York City. I'll tell you how that happened. One of the guests at the wedding was Phoebe Apperson Hearst. At the reception she said, "Where are you going for your wedding trip?" I told her we were taking a trip to Carmel. She said, "Let me suggest you take a journey to New York City." Of course, it flashed in my mind that I didn't have near enough money for such a trip as that, whereupon she said, "I think you can take the trip if you have this," and she handed me a cloth bag. It was filled with gold coins, enough to take us there and back in style.

That I connected with her in connection. After we were married I bought a place of land on College Avenue in Berkeley and there built a house, and during that house we produced something. My wife was very enthusiastic about this, and I wanted with me. It was a very beautiful place. It had been allowed to be easily such to look and was now. My son doesn't like anything, so he doesn't go again. To keep in the garden as a nice, orderly, well-managed place.

I thought it would be nice to have in that place a garden too, whenever I want to a place even in that where they were selling redwood trees, the whole tree, small trees, with the and branches and roots. I bought one, brought it up and put it out on the south front of that lot, and it is now a tree 75 feet high, very beautiful.

Four weeks ago have been a rather important one in Berkeley. When we were married we went on a sailing trip to New York City. I'll tell you how that happened. One of the friends of the wife's was George Agnew Foster. At the reception and said, "Where are you going for your sailing trip?" I told her we were taking a trip to Europe. She said, "Don't you want you take a journey to New York City?" Of course, it seemed to me that I didn't have much money for such a trip as that. Whereupon she said, "I think you can take the trip if you have time," and she handed me a check book. It was filled with gold coins, enough to take us there and back in style.

ARF: You said you built your house. Did you have a special architect to do it?

LJR: Yes, a graduate of Stanford University trained as an architect. He was a young man and I happened to meet him, just by chance, and I liked him. And I said, "How would you like to build a house for me?"

He said, "I'd love to."

Whereupon I said, "All right, go ahead. It will be on a lot that is 100 foot frontage and 135 feet deep at 2415 College Avenue."

And he went right over and studied the situation and drew the plans and presented them to me and my wife and we both liked them. So we said, "Go ahead." Whereupon he arranged for builders to come and put up that house there.

Now, as I have mentioned, my wife and I were both members of the Berkeley musical association, and that had, as its program, to give five concerts each year in Berkeley. And these concerts were given by noted singers from New York or elsewhere that were hired to come. We raised enough money so that we could give five concerts by notable singers like Caruso.

Social Life

ARF: We should talk about music in full at a later interview. Did you have any semi-official faculty gatherings in your home?

LJR: Every Christmas for years we gave a reception. It was a mid-day affair, not in the evening. At that reception some nice music was

You said you had a good house. Did you have a good house?

to do it?

Yes, a house at Stanford University. I was at Stanford.

He was a young man and I happened to meet him, just by chance, and

I liked him. And I said, "How would you like to have a house for

me?"

He said, "I'd love to."

Then I said, "All right, no money. It will be on a lot

that is 100 feet square and 100 feet deep. It will be on a lot

near."

And he went right over and started the house and then he

planned and presented that to me and my wife and we both liked him.

So we said, "No money." Then I said, "How would you like to

come and live in that house there."

Now, as I have mentioned, my wife and I were both members of

the University Musical Association, and that was, as the program,

to give five concerts each year in Berkeley. And these concerts

were given by noted artists from New York in attendance that year

hired to come. We raised enough money so that we could give five

concerts in that little little house.

So that's

We would talk about music in 1911 at a later interview. Did you

have any semi-official faculty gatherings in your house?

Every day for years we have a reception. It was a big day

every day in the evening. It was a reception every day and music was

LJR: presented from our own people; not professional musicians, but something worked up from our own faculty families -- sometimes the daughters and wives could help us on that. And for years we gave that Christmas reception. It was in the middle of the day, so it didn't interfere, you see, with the late dinners in the faculty homes. But putting it just in the middle we could get a lot to come. It went very nicely.

ARF: This was the whole faculty?

LJR: Yes. Of course, they didn't all come, you understand, but they were all eligible and those that came were those that were interested.

ARF: Contrast it with today when you would be inundated if you sent out a blanket invitation. [Laughter]

LJR: Oh, it's certainly different. But it was very nice then, yes. And by the way, I want to mention in that connection a woman of very fine nature and ability, Phoebe Apperson Hearst, who sympathized with all these things we were doing and she herself would attend many of the occasions, and then in some other instances she would give her support by a contribution. I'm talking now about the general social life of the faculty, all the things, that reception we gave on Christmas Day and all the concert work of the musical association. Phoebe Apperson Hearst took a fine interest in all of these projects and helped in any way she could. You know, she gave the money for putting up the women's faculty club. She was a woman of very fine personality. If she

presented them our own people; not professional musicians, but something weeded up from our own family tradition -- something the district and river could help us to feel. And for years we gave that Christmas reception. It was in the middle of the year, so it didn't interfere, you see, with the late harvest in the locality games. But during it just in the middle of the year we got to come. It went very nicely.

This was the whole locality? Yes, of course, they didn't all come, you understand, but they were all eligible and those that were there that were interested.

Connected it with every year you would be interested if you went out a Christmas invitation. [Laughter]

Oh, it's certainly different. But it was very nice then, yes. And by the way, I want to mention in that connection a woman of very fine nature and ability, Emma Agnes Hester, who was detained with all those things we were going and she herself would attend many of the occasions, and then in some other instances she would give her support to a subscription. I'm talking now about the general social life of the locality, all the games, that reception we gave on Christmas day and all the concert work of the musical association. Emma Agnes Hester got a fine interest in all of these projects and helped in any way she could. You know, she gave the money for building of the women's locality club. She was a woman of very fine personality. If she

LJR: attended an occasion it made that occasion a greater success. Her charm, social charm, was so great that it added to the occasion when she was there.

Children

LJR: Now I should perhaps right here say that we were blessed with three children, one boy and two girls. I'm going to have a Christmas dinner tonight as the guest of Florence, my oldest child. She is coming up from Watsonville with her husband. My second daughter, Jane, lives in Bennington, Vermont. Her husband, Lucien Hanks, is a professor in the women's Bennington College. Then John is my youngest child.

ARF: John told me that when you went east in 1921 Florence went with you and took her freshman year there in New York.

LJR: Oh, yes.

ARF: And then came back and finished at Berkeley. She's quite an artist, isn't that right?

LJR: Yes, she is. Now down in their home in Watsonville there's a beautiful statue of a muse in the garden that she made. Whenever I go I always enjoy it; it's a beautiful thing. She made quite a number of things that have been placed permanently somewhere or other. Her husband is a lawyer, Hubert Wyckoff.

And Jane did anthropology in the University of California and she was so attracted by it, and it was so well-taught in the department here, that she went on and took a Ph.D. degree in

also was there.

for social, racial, and other reasons, we must not let it stand for the one-

: attended an occasion if we had a decision. That is all.

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you and took her freshmen year there in New York.
John told me that when you went away in 1921, you went with
Collette. Then John is my youngest child.
Band, Helen Baker, is a professor in the women's department
second semester, last, lives in Washington, Vermont. Her first
child. She is coming up from Westerville with her husband. My
Christmas dinner tonight is the guest of friends, and almost
three children, one boy and two girls. I'd prefer to have a
how I should arrange that time and that we were blessed with

ten's best right?
: and then come back and fight me tomorrow. Oh, yes, my friend,
: Oh, yes.

department here, that the want of and form a C. D. degree in the way so attracted to it, and it has so well-sought in the and have all sort of things in the University of California and or other. Her husband is a lawyer, (about 40 years) a number of things that have been placed particularly numerous I do I always enjoy it; it's a beautiful thing. The whole thing beautiful state of a mind in the future that she would. Whenever Yes, one is. Now down in their home in Berkeley there's

LJR: anthropology at Columbia University. About four years ago Cornell University asked her if she would come to Cornell and teach anthropology there. But Jane has three boys and a life that is very well mapped-out, and it wouldn't be possible for her to take a permanent position. She said, however, "I will come and teach, maybe for one year, but don't consider that I'm taking the place permanently." So she went and taught anthropology in Cornell University for one year and I heard very fine reports of it. They would have been very glad to make her permanent professor, but she said, "No, I took this for just one year because I have a program of life that I'm following out and I couldn't take this position permanently."

ARF: Didn't Florence do something on the "food for freedom" campaign of Eleanor Roosevelt's?

LJR: I'll tell you what Florence has done. She did too much horseback riding when she was quite small and as a result of it she has never been able to have any children. What she does as a result of that is to offer her services to the governor of California for any service that he thinks she could perform. And she has done that under the governor who is now chief justice of the United States, Earl Warren. She did it right along during his term; she's been doing it during the present governor's term.

I'll give you a sample of what they asked her to do. Governor Warren asked her if she would take a study of the problem of getting children educated whose parents are migratory laborers in California. Being migratory laborers, they move, and could

anthropology at Columbia University. When four years ago Cornell University asked her if she would come to Cornell and teach anthropology there. But she has three boys and a life that is very well mapped-out, and it wouldn't be possible for her to take a permanent position. She said, however, "I will come and teach, maybe for one year, but don't consider that I'm taking the place permanently." So she went and taught anthropology in Cornell for a variety for one year and I heard very fine reports of it. They would have been very glad to make her permanent professor, but she said, "No, I took this for just one year because I have a program of life that I'm following and and I couldn't take this position permanently."

Didn't Florence go something on the "Good for Women" campaign of Eleanor Roosevelt's?

I'll tell you what Florence has done. She did two such interesting things when she was quite small and as a result of it she has never been able to have any children. What she does as a result of that is to offer her services to the Governor of California for any service that he thinks she might perform. And she has done that under the Governor who is now chief justice of the United States, Earl Warren. She did it right along during his term; she's been doing it during the present Governor's term.

I'll give you a sample of what she's asked her to do. Governor Warren asked her if she would take a study of the problem of feeding children educated whose parents are gluttonous laborers in California. Being military lawyers, they have, as could

LJR: not go to school, wouldn't be in a place long enough. And so Florence took up that problem. She studied the migratory workers in the San Joaquin Valley very thoroughly and then made a report to the governor as to how these children could be educated. And that's one of the best things she's done. I was told that it was a good report, a workable report. She made specific recommendations as to how it could be done.

I notice that every month she comes from Watsonville up to San Francisco and she comes in to call on me and I say, "Why are you here this time?" it's "Oh, I'm on a committee of the governor and the committee is meeting here; I am here to attend that committee meeting." She's continuing to work for Governor Brown and evidently they appreciate her because they continue to keep her in this position as a volunteer worker to assist the governor. That's about the way you would describe it.

ARF: These are special gubernatorial commissions?

LJR: Yes, they vary.

ARF: Your son was telling me he started golfing at the tender age of eight, I believe.

LJR: Yes, he did. And the result is that he became a very fine golfer. He can get a 71 now and then. He's a very fine golfer, but he's sensible enough to know that a man mustn't give too much time to golf for he has something else to do in the world. He is now connected with the Veteran's Administration in San Francisco.

ARF: Were all of your children trained musically?

LJR: Yes, we gave them all opportunities to hear good music. And if

has to be made, wouldn't he in a place like that? And so
 Florence took up that position. She didn't say anything
 in the San Joaquin Valley very strongly and then made a report
 to the Governor as to how these children could be educated. And
 that's one of the best things she's done. I was told that it
 was a good report, a wonderful report. She made a good report
 and that's one of the best things she's done.
 I notice that every month she comes from Sacramento to San
 Francisco and she comes in to call on me and I say, "Why are
 you here this time?" it's "Oh, I'm on a committee of the Governor
 and the committee is meeting here; I've had to appear here
 committee meeting." She's continuing to work for Governor Brown
 and evidently they appreciate her because they continue to have
 her in this position as a volunteer worker to assist the Governor.
 That's about the way you would describe it.
 There are several gubernatorial committees.
 Yes, they very.
 Your son was telling me he started writing at the tender age of
 eight, I believe.
 Yes, he did. And the reason is that he became a very fine golfer.
 He was not a 71 now and then. He's a very fine golfer, but he's
 capable enough to know that a man who's five feet tall is
 golf for he has something else to do in the world. He is now
 connected with the Governor's administration in San Francisco.
 Yes, we have from all opportunities to have good people. And it

LJR: they expressed any desire to be instructed we always said we'd let them have a teacher. Now, they have not turned out to be professional musicians, or musicians in the technical sense at all. They are people who like music and support it wherever they are, and who attend musical occasions with appreciation and interest.

ARF: John says he plays the piano, and I suppose Florence and Jane do too?

LJR: Oh yes, they both do. Now, my daughter Jane not only plays the piano, but she plays the violin and plays it well enough to be able to join a symphony music group, you know, five or six musicians playing together. Hers is a private affair and recently her group was invited to go to New York City and give a concert in Carnegie Hall and the papers gave them a great write-up. They evidently gave a very fine concert which was very much appreciated. I've been very fortunate, indeed, in this: my children have never done anything that made me worry. Of course, I realize they are human beings and now and then do foolish things, but I accept some things are part of human nature. But they have never done anything seriously bad that could make me sad. No, never. I might not approve of everything they've done, but they've never made me worry.

Jane now has three boys and she's giving them a beautiful education. They are going to eastern top-notch colleges and prep schools. Jane's boys are Peter Vilas Hanks, born the 21st of

out. are, and we attend medical operations with appreciation and interest. They are people who like music and support it wherever they find it. They are professional musicians, or musicians in the technical sense at least, and they have not turned out to be any different from us."

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On the other hand, they both are, now, my husband. I am not only his son
himself, but also plays the violin and plays it well enough to be
able to join a symphony orchestra, you know, five or six inst-
ments playing together. There is a private affair and recently
her group was invited to go to New York City and give a concert
in Carnegie Hall and the people gave them a great welcome. They
evidently gave a very fine concert which was very much appreciated.
I've been very fortunate, indeed, in that my children have
never been anything but good in work. Of course, I realize
that are human beings and are not perfect beings, but I
accept some things as part of human nature. And they have never
done anything seriously bad that could make me feel, oh, never.
I might not approve of everything they do, but that's all right.

James was born three days after his father's death in a hospital at
Oxford. They are both in excellent health and are
well. James's name was John James. He was born at

LJR: May 1940. And Tobias Richardson Hanks -- his nickname is Toby -- born the 4th of April 1943. And Nicholas Fox Walton Hanks, born the 16th of March 1948. By the way, Jane herself, Jane Richardson Hanks, was born the 2nd of August 1908, and married the 28th of December 1938. Her husband's name is Lucien "June" Mason Hanks. "June" is a nickname.

ARF: Does your son John have any children?

LJR: John? Oh, yes, he has two splendid children. One is Joyce, who is married to a man by the name of Sparks and lives over the hills from Berkeley in one of those little towns there. And the other is Bruce Alden Richardson, born in 1934; he has volunteered for five years service in the navy as a flier. And he has now completed that five years. The first three years he flew planes, but in the last two years they made him specialize on the rescue work in helicopters. And he has done all this beautifully. Now he is in Berkeley working to make himself a lawyer, and he is going into the firm of Hubert Wyckoff down in Watsonville when he gets through his law course, which he's taking there now.

ARF: So he will go in with his uncle's law firm.

LJR: Yes. So, Bruce and Joyce are two lovely children. They both impress their acquaintances and friends very much as excellent young people. I hear them spoken of that way constantly, yes.

May 1950. And Justice Robinson came -- his address is 101 --
 born the 2nd of April 1887. And Robinson for Justice, born
 the 1st of March 1888. By the way, John Marshall, born Robinson
 Banks, was born the 1st of August 1890, and married the 1st of
 December 1932. Her husband's name is Justice "John" Marshall Banks.
 "John" is a nickname.

Does your son John have any children?
 John: Oh, yes, he has two children. One is a boy, who
 is married to a girl by the name of Gloria and lives just the
 hills from Berkeley in one of those little brown cars. And the
 other is a girl named Robinson, born in 1936; he was 40 when
 turned for five years served in the Navy as a pilot. And he
 has now completed that five years. The first three years he
 flew planes, but in the last two years they made him a pilot
 on the rescue work in Antarctica. And he has done all this
 beautifully. Now he is in Berkeley working to make himself a
 lawyer, and he is going into the firm of Robert Spence down in
 Berkeley when he gets through his law course, which he's taking
 there now.

So he will go in with his uncle's law firm.
 Yes, but, Grace and John are two lovely children. They both
 become lovely acquaintances and friends very much as excellent
 young people. I have been around of them very occasionally, yes.

Family Camping

ARF: Did you take your family on any outings?

LJR: I certainly did. I took my wife and three children, when they were small, on camping trips. I felt that it was a fine educational experience for the children, for it gave them a certain contact with nature. I tried to foster this contact among them so they could have little, simple opinions about nature, so I took my wife and three children on many camping trips. We had a Ford automobile, so we would carry along what we needed in the way of a tent and things. The automobile was big enough so that it would carry quite a little luggage, and in the years when my children were, say, the ages of 5, 7, and 12; I thought camping in the wilds was a very beneficial experience. I think my children today would say that those camping trips that I took the family on were something that they derived lasting benefit from.

ARF: In those days there weren't many designated campsites. Did you just select your campsite when you came to it?

LJR: Oh, yes. I always wanted a campsite in what I would call a rather wild place in the forest. I felt that was more interesting. I have a fairly good knowledge of birds and I called the attention of my children to any bird we saw and told them what I could about it.

ARF: How did you cook?

LJR: Oh, my wife and I could cook over a campfire successfully. We had the necessary apparatus for that and our food was good and wholesome.

Family members

Did you know your family on any winter?

I certainly did. I took my wife and three children, when they were small, on several trips. I felt that it was a fine educational experience for the children, for it was then a certain contact with nature. I tried to teach this contact among them so they could have it, little children about nature, so I

took my wife and three children on very long trips. We had a good automobile, so we could carry along what we needed in the way of a tent and things. The automobile was big enough so that it would carry quite a little luggage, and in the years when my children were, say, the ages of 5, 7, and 12, I brought camping in the winter was a very beneficial experience. I think my

children found very big and those camping trips that I took the family on were something that they derived lasting benefit from. In those days there weren't many designated campsites. And you

just select your camping place and camp on it.

Oh, yes. I always wanted a camping place where I would call a rather

wild place in the forest. I felt that was more interesting. I

have a fairly good knowledge of birds and I could tell the situation of my children to say that we saw and told them what I could about

it.

How did you cook?

Oh, my wife and I would cook over a campfire, usually. We

had the necessary apparatus for that and our food was good and

wholesome.

ARF: Florence said she had counted up the number of summer months she spent sleeping on the ground in family outings and it came to three years.

LJR: [Laughter] Is that so?

ARF: So you probably have a hardy family of children.

John Muir

ARF: Wasn't weekend hiking rather popular around the turn of the century?

LJR: I should say so. Here in my diary, for instance, is a walk in Marin County with George R. Noyes in August 1905. I wonder if they do that now. I don't think they do. We did this over and over again. We walked and stayed overnight in little inns that we'd find, then walk on and look at the scenery, and we'd devote a whole week to one walk. Sometimes we'd go to Mt. Diablo and back to Berkeley. Quite a walk, round trip.

ARF: In 1907 your diary says that you and George Noyes walked to Mt. Diablo and back to Berkeley, which was 64 miles. And then you and Aldon Sampson set out for the "giant forest" -- that was on the 29th of July -- and you arrived home August 17.

LJR: In 1906 I went with the Sierra Club to the King's River Canyon. That was the year I camped with John Muir and William Keith.

ARF: I wish you'd had a tape recorder along on your trip through the woods with those two. Would you like to mention how you happened to go on the outing in the Sierras with them?

LJR: Well, I used to go into the mountains nearly every summer with the Sierra Club, and on each summer hike we broke the club into

Flarence said she had learned of the number of names on the list
spent sleeping on the ground in really bad weather and it goes to

three years.

[Laughter] Is that so?

So you probably have a fairly family of children.

John Weir

Wouldn't you want to know what other people have done of the country?

I should say no. Some in my class, for instance, is a well in

Winn County with George H. Brown in August 1907. I wonder if

they go back now. I don't think they do. It is this over and

over again. We visited and stayed overnight in Little Rock that

we'd find, then went on and back at the academy, and we'd devote

a whole week to the well. Sometimes we'd go to St. Louis and

back to Berkeley. Quite a well, would you?

In 1907 your diary says that you and George were married in St.

Charles and took to Berkeley, which was the first. And then you

and Alden Simpson got out for the "Great Trip" -- that was on

the 25th of July -- and you arrived home August 17.

In 1900 I went with the Simpson family to the King's River Canyon.

That was the year I camped with John Weir and William Smith.

I wish you'd had a good recording along on your trip through the

woods with those two. Would you like to mention how you happened

to go on the outing in the Simpson family?

Well, I used to go into the mountains nearly every summer with

the Simpson family, and on each summer when we broke the trip into

LJR: smaller groups and each group had its own camp -- own tent and own carts -- and the group would live together. They didn't have the food; it was supplied to all from a central point. But at night we slept in a little tent of our own in a small group.

This particular year I was invited by John Muir and William Keith to be with them in a group of three. In that way, every evening we had a nice talk together over what we'd seen in that day in the High Sierra, and then we went to sleep in our little camp. We had a very, very pleasant outing that summer. That lasted for something like three weeks that we were in the High Sierra, traveling from one place to another, sometimes tarrying in some fascinating place several days, but on the whole we found it agreeable to move quite frequently and discover new views, charming vistas. We passed a very pleasant summer outing.

ARF: Can you place this exactly in time?

LJR: Here is the entry in my diary. The 2nd of July to the 1st of August 1906 with the Sierra Club at the King's River Canyon. That's about the period of time they would give for the outing, approximately one month.

ARF: What did John Muir do on the trip?

LJR: He was splendid in conversation. There are some men, you know, who know a lot but don't pour it out. Muir was the kind of man who could talk about his interests in such a way as to engage the attention very fully of the hearers.

ARF: What were his topics of conversation?

LJR: They are indicated here in his biography in Who's Who. They were

smaller groups and when you had it with you -- one each and
own cars -- and the group would live together. They didn't have
the food; it was supplied to all from a central point. But at
night we slept in a little tent of our own in a small group.

This particular year I was invited by John Hays and William
Keith to go with them in a group of about 10. In fact, every
evening we had a nice talk together over what we'd seen in that
day in the high Sierras, and then we went to sleep in our little
camp. We had a very, very pleasant outing that summer. That
lasted for something like three weeks that we were in the high
Sierras, traveling from one place to another, sometimes in view
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who could talk about his interests in such a way as to attract the
attention very fully of the hearer.

That were his topics of conversation?

They are indicated here in his biography in his own. They were

LJR: forestry and also he went to Alaska and studied the glaciers there and told us all about them, and they named a glacier after him, the government did that.

ARF: About the time that he went on the trip with you he had either just finished or was still writing his book on California mountains. Was he taking any notes as you camped, do you remember?

LJR: I don't remember. He didn't do much writing right when we were actually with him; it would be afterwards, I guess. But conversation was the great feature when we were together. He was an authority on forestry and forest management. He had visited Russia, Siberia, India, Australasia, and the Philippines to study the forests in those countries. Think what he would have to tell about all that! And he did, I heard him. That's why he was such a fascinating person to be with. His experience had been rich and he could tell you about it.

ARF: Do you remember if he gave you any ideas on government conservation of these forest areas?

LJR: Yes, that was a theme that was much in his mind. He wanted to have what he considered the valuable forests properly cared for, and he talked about that.

ARF: He was willing for the government to do this, is that right?

LJR: Yes, and he was very, very much interested in seeing that fires were not allowed to run in the forests; he wanted great pains taken to stop fires of that kind and not have them recur.

ARF: When he was a very young man he was quite an inventor of mechanical gadgets. Did you notice his mind working along any channels

Forestry and also he went to Alaska and studied the Alaskan forests and told us all about them, and they named a Glacier after him,

the Government did that.

About the time that he went on his trip with you he was either just finished or was still writing his book on California mammals. You are looking my father as you speak, do you remember? I don't remember. He didn't do much writing right when he was

actually with him; it wasn't an extraordinary, I think. The conversation was the great feature when we were together. He was an

authority on forestry and forest management. He had visited

Russia, Siberia, India, Australia, and the Philippines in

study the forests in those countries. I think that he would have

to tell about all that! And he did, I heard him. That's why he

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He was willing for the Government to do this, I think right?

Yes, and he was very, very much interested in seeing to it that

were not allowed to run in the forests; he wanted great pains

taken to stop fires of that kind and not have them there.

When he was a very young man he was quite an inventor of machines

local factories. Did you notice any other interesting ideas or inventions

- ARF: of mechanical inventions?
- LJR: Yes, that was one of the themes that he was interested in.
- ARF: What specifically did he talk about?
- LJR: That's impossible for me to recall.
- ARF: Was he interested in the animal life?
- LJR: No, not particularly. It was plants and trees. He had very little to say about the animals that we happened to chance upon. He wasn't a hunter.
- ARF: Do you think that he had a good view of the overall ecology of an area, the relationship of the existence of some animals to the life of the plants in the area, and vice-versa?
- LJR: No, I don't think his interest could be described exactly in that way. He had a casual interest in that when he was talking, but I wouldn't say that he had an intense interest. His interest was in the life of the plants and the trees and their characteristics. That occupied his mind very deeply and thoroughly.
- ARF: You must have been a well-educated man when you got through with that trip.
- LJR: [Laughing] Yes. He was born in 1838 and died in 1914.
- ARF: So this was just a little while before he died, about 8 years. Tell me what he looked like.
- LJR: Oh, he was a man with a beard. He didn't want to take the time to shave, so he had a beard. He had what I call sort of a grandfather type of figure and face.
- ARF: You mean he stooped a little?
- LJR: No, I don't mean that. He was a good walker, a very good walker, and he wasn't crouched over; he was upright and walked with both

of mechanical inventions?

Yes, that was one of the things that he was interested in.

What specifically did he call himself?

That's impossible for me to recall.

Was he interested in the animal life?

Not particularly. It was almost all things. It was very general.

to get about the animals that he happened to come upon.

Wasn't a hunter?

Do you think that he had a good view of the overall ecology of

the area, the relationship of the existence of some animals to the

life of the plants in the area, and vice-versa?

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way. He had a casual interest in that, but he was mainly, but

I wouldn't say that he had an intense interest. His interest

was in the life of the plants and the fauna and their contact

with it. That occupied his mind very deeply and thoroughly.

You must have been a well-educated man when you got through with

that trip.

[Laughter] Yes. He was born in 1875 and died in 1914.

So this was just a little while before he died, about 4 years.

Tell me what he looked like.

Oh, he was a man with a beard. He didn't want to take the time

to shave, so he had a beard. He had what I call sort of a good-

looking type of figure and face.

You mean he stood a little?

No, I don't mean that. He was a good walker, a very good walker,

and he wasn't overcome every; he was upright and walked with a

LJR: hips working, that kind of man. He was physically vital, not lazy or not broken down, not that. He walked with his shoulders and hips working and he could walk great distances without any trouble.

ARF: Did he have much trouble entering into conversation with people whom he did not know?

LJR: No, he didn't do that; he wasn't that kind; his conversation tended to be with his friends and acquaintances. He didn't pick up conversation with a casual person that he happened to fall in with. That kind of conversation didn't interest him.

ARF: Was he a little on the bashful side?

LJR: No, I shouldn't say bashful. I'd say that he lacked interest in picking up strangers, developing conversations with them. He just simply lacked interest in that. He preferred to have his conversation with somebody who had some knowledge that they could work on together in the conversation.

ARF: Did John Muir become a friend of the family after this expedition?

LJR: Yes, John Muir during the rest of the year had friendly little touches and relations with us, interchanging things now and then that he thought we'd be interested in. I mean by that that I might send him a magazine article that I thought was uncommonly good and close to some of his ideas, that kind of thing.

William Keith

ARF: What was William Keith doing on your camping trip?

like saying, that kind of man. It was altogether a very, not
 easy or not common man, not that. He talked with his hands
 and like writing and he could write great things without any
 trouble.

Did he have such friends as were in the same way?
 When he did not?

No, he didn't do that; he was a real kind; his conversation
 tended to be with his friends and acquaintances. He didn't pick
 up conversation with a casual person that he happened to fall in
 with. That kind of conversation didn't interest him.

Was he a little on the social side?
 No, I wouldn't say so. I'm not sure he had much interest in
 picking up conversation, developing conversation with some. He just
 simply talked interest in that. He appeared to have an inter-
 action with people who had some knowledge that they could work
 on together in the conversation.

Did John ever become a friend of the family after this separation?
 Yes, John was a friend of the family and a little
 touch and relation with us, corresponding letters and then
 that he thought we'd be interested in. I mean by that that I
 might send him a message which you & I would be interested
 good and close to some of his ideas, that kind of thing.

William Keith

What was William Keith doing in your reading trip?

LJR: William Keith was a born artist and if you know his paintings, they are still wonderful. They're great. There's a large collection of them in California. What he did with us when we were hiking was to call our attention to some particular vista that would make a wonderful picture.

ARF: Did he sketch when he was with you?

LJR: No, he saw these wonderful things and when he got back to his studio in San Francisco he could recall enough to make a picture. He made pictures recalling what he had seen. His mind acted that way.

ARF: Like Wordsworth wrote his poetry.

LJR: Yes, that's it. It was interesting that he lived in Berkeley and had his studio in San Francisco. When I asked him why he didn't have his studio right in Berkeley where he lived he said, "I like to have people visit my studio, especially travellers and people that represent some other part of the country in some way. I like to have those people come in." And when he was painting he didn't suffer at all if strangers came into his studio and looked at what he was doing. He didn't mind working under those conditions at all.

ARF: Your daughter, Mrs. Wyckoff, told me that he became a very good friend of the family.

LJR: Yes, he did.

ARF: And that he painted some portraits of all of you.

LJR: Yes. And by the way, in Berkeley, in my son John's home, there is a portrait that he made of one of us.

William Keith was a very artist and if you know his paintings, they are still wonderful. They're great. There's a large collection of them in California. What he did with us when we were sitting was to call our attention to some particular vista that would make a wonderful picture.

Did he sketch when he was with you?

No, he saw these wonderful things and when he got back to his studio in San Francisco he could recall enough to make a picture. He made pictures recalling what he had seen. His mind acted that way.

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Your daughter, Mrs. Wyckoff, told me that he became a very good friend of the family.

Yes, he did.

And that he painted some portraits of all of you.

Yes. And by the way, in Berkeley, in my son John's home, there is a portrait that he made of me of me.

ARF: What is this like?

LJR: It's not very large, about 14 inches high.

ARF: Could you tell us how he paints? Have you ever watched him?

LJR: Yes. I used to marvel that he could paint when people were all around him and asking questions now and then. He could go right on; it wouldn't bother him at all. It was a curious thing; he rather liked to have someone look at him when he was at work, and if they commented, why, it was interesting to him.

ARF: He was able to support himself with his paintings, wasn't he?

LJR: Yes, he was, and I'll tell you, his paintings were sold in San Francisco at an art store. I can't seem to remember the name of that store. He had an income that way. He had to sell something to get bread and butter, but he got it because his paintings were so good. Even when they were new and he hadn't a reputation that was long-standing, his paintings would bring five or ten dollars, not much, but you know, after he was dead and gone his paintings would sell for large sums of money.

ARF: Do you know who some of his artist friends were?

LJR: No. He knew certain members of the faculty who were interested in his work, but they weren't painters. They were people like Gayley and people of that type.

ARF: Did they buy any paintings?

LJR: Let me see. I'm under the impression that Gayley bought one, and I can't think just now of any other professor that bought them. They liked his work, were sympathetic with it.

Q: What is this thing?
 A: It's not very large, about 12 inches high.
 Q: Could you tell us how the picture was taken?
 A: Yes. I went to travel that in a small boat when people were all
 around the and asking questions now and then. He could not light
 up; it would be better than at all. It was a curious thing; he
 rather liked to have someone look at him when he was at work,
 and if they commented, why, it was interesting to him.
 Q: He was able to support himself with his painting, wasn't he?
 A: Yes, he was, and I'll tell you, his paintings were sold in San
 Francisco at one dollar. I don't mean to remember the name of
 that store. He had an income that way. He had to sell something
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 was long-standing, his pictures would bring five or ten dollars,
 not more, but you know, after he was dead and gone his paintings
 would sell for large sums of money.
 Q: Is that how the man of his picture came to be?
 A: No. The man came to the picture and was interested
 in his work, and they weren't pictures. They were people like
 Gatsby and people of that type.
 Q: Did they buy any pictures?
 A: Not me. I'm under the impression that Gatsby bought one, and
 I can't think just now of any other person that bought one.
 They liked his work, were sympathetic with it.

- ARF: They were mostly landscapes, weren't they?
- LJR: They were almost entirely landscapes. I can't think of anything else that he painted.
- ARF: Is the one at your son's house a landscape or a portrait?
- LJR: Well, that's a portrait, I think, of an individual.
- ARF: Your daughter told me that when he painted a portrait of a person it was really a landscape.
- LJR: [Laughing] Yes, that's right, it's a person in a landscape.
- ARF: She said this is the way the person's soul appeared to the artist.
- William Keith was rather prolific, wasn't he?
- LJR: Oh, yes, he painted a great deal. He painted lots of pictures and a lot of his pictures survive. He worked rather rapidly. But then when he got a painting to what you'd call done, he paid a good deal of attention to very minute details that he would perfect just as a final stage of work on that scene.
- ARF: Could you describe him as a person?
- LJR: He was a man who wore a beard, and he was rather stocky. That describes the figure. I think that describes him well.
- ARF: Was he a good conversationalist, too?
- LJR: Oh, yes, he was very good, when a person knew enough to grasp his interests to some extent.
- ARF: You mean talking about art he was good? Was he interested in the world outside of art very much?
- LJR: No, I never saw that he was. Never heard him say anything. He might have been, you know, casually. I'd presume he was a voting citizen and probably took some interest in the things a voter

Q: They were mostly landscapes, weren't they?
A: They were almost entirely landscapes. I can't think of anything else that he painted.
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A: [Laughing] Yes, that's right, it's a person in a landscape. She said this in the way that person's soul appeared to the artist.
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A: Oh, yes, he painted a great deal. He painted lots of pictures and a lot of his pictures survive. He worked rather rapidly. But then when he got a painting to what you'd call done, he paid a good deal of attention to very minute details that he would perfect just to a final stage of work on that scene.
Q: Could you describe him as a person?
A: He was a man who wore a beard, and he was rather steady. That described the figure. I think that describes him well.
Q: Was he a good conversationalist, too?
A: Oh, yes, he was very good, when a person knew enough to keep his interest to some extent.
Q: You were talking about art he was good. Was he interested in the world outside of art very much?
A: No, I never saw that he was. Never heard him say anything. He might have been, you know, casually. I'd suppose he was a voting citizen and probably took some interest in the things a voter

LJR: must know about, but he didn't talk about those things. He talked about his primary interest.

ARF: Did he enter into the local social life very much?

LJR: Yes, in what I'd call a limited way, not a large way. In a small group, yes.

ARF: What about supporting movements for local art museums and things like that? Did he help in that any?

LJR: No, I don't remember that he took any interest in that.

ARF: Do you have anything else you'd like to say about John Muir or William Keith?

LJR: I want to say that both men had a quality that I call genial, and when I was with them, when we were camping in the little group of three, I felt these men had a geniality that was very charming and nice to have contributing to the fellowship of the club. Both men I call genial, yes.

Dinner Meetings of the Faculty

ARF: I wanted to ask you about the dinner sessions at the California Hotel in San Francisco where you would go after someone would say in a faculty meeting in Berkeley, "I move we adjourn to a dinner session." Were the really crucial problems in faculty senate thrashed out "over the white wines and red wines of a delicious meal?"

LJR: They were. I wish I could remember the name of the restaurant to which we went -- Sanguinetti's, that's it. We went there

Q: Now I know about, but we didn't talk about those things. He talked about his present interest.

A: Did he ever have the local social life very much?

Q: Yes, in what I call a limited way, not a large way. In a small

group, yes.

Q: What about supporting movements for local art museum and bridge

like that? Did he help in that way?

A: No, I don't remember him taking any interest in that.

Q: Do you have anything else you'd like to say about John Hall or

William Ketter?

A: I want to say that John Hall was a quality that I call mental,

and when I was with them, when we were camping in the Little group

of three, I felt there was a quality that was very charming

and nice to have contributing to the fellowship of the club.

Both men I call genial, yes.

Q: Dinner meetings of the Faculty

A: I wanted to say about the dinner meeting at the California

Hotel in San Francisco where you would go after someone would

say in a faculty meeting in Berkeley, "I give you adjourn to a

dinner session." And the faculty members in faculty

rooms gathered out over the wine and beer which is a

delicious quality."

Q: They were. I wish I could remember the name of the restaurant

to which we went -- unfortunately, that's it. We went there

LJR: and to the restaurant in the California Hotel.

ARF: This was an impromptu affair.

LJR: Yes, it was impromptu and informal, but nevertheless we did discuss the fundamental ideals that were involved in faculty work, faculty action. But we could do that in a kind of informal way at a dinner table.

ARF: About how many of you were there?

LJR: Well, my memory is that four or five of us would be in those groups, not a large number, not the whole faculty senate. Just three or four or five that would decide to go over by themselves and talk it over and have dinner together.

ARF: Did this always include the president?

LJR: No, it varied. The group was never quite the same each time. It would pick up just as chance had it.

Founding of the Faculty Club

ARF: What other kinds of social life did you have within the faculty?

LJR: Well, I was one of the founders of the Faculty Club, and I can tell you just how it began. Three or four of us saw a little cottage on the southern rim of the campus and we said among ourselves in talk, "Couldn't we rent one of those cottages, maybe for \$5 a month" (it was tumbled down, you know, unoccupied) "and then hire a caterer to come and give a luncheon to us five days a week?" Mellan Haskell of the mathematics department was one of the men who worked with me on that especially.

and to the restaurant in the California Hotel.

This was an important affair.

Yes, it was important and into all, but nevertheless we did discuss the fundamental ideas that were involved in faculty work, faculty action. But we could do that in a kind of informal way at a dinner table.

About how many of you were there?

Well, my memory is about four or five of us would be in those groups, not a large number, but the group would be small. That three or four or five that would decide to go over by themselves and talk it over and have dinner together.

Did this always include the President?

No, it varied. The group was never quite the same each time. It would pick up just as needed but it.

Founding of the Faculty Club

What other kind of social life did you have within the University? Well, I was one of the founders of the Faculty Club, and I can tell you just how it began. There on top of us was a little cottage on the southern rim of the campus and we sold candy and selves in cake, "donuts" to some of those cottages, and for 25 a month. (It was founded then, you know, incidentally) and then after a while we came and give a luncheon to us five days a week. "Well, the result of the administrative department was one of the men who were with us on that socially.

ARF: Do you remember any of the others?

LJR: Charles Noble was one.

Anyway, we hired the cottage and got the caterer and it went well. From that we began to expand and expand until the day came when we got the regents to build us a clubhouse on the campus with Maybeck as the architect. And I forget whether the regents just donated that or whether we paid them back gradually. I think they donated it finally when they saw what we wanted and what we needed. And that small Faculty Club building is now included in the large building that they have put up. The fireplace is there in the end of one room -- that was our main room. So the Faculty Club then entered upon a period of giving entertainments not only at Christmastime and New Years and so on, but giving dinners for the faculty to come to with their wives. And those dinners were very delightful social occasions. For years we kept them up.

ARF: These activities were run by a faculty committee?

LJR: Yes, they were. Finally they made a formal arrangement and I was on the committee. In that faculty building my name was put on a little list that was kept there framed. I don't know whether it is there now, but it was kept there for years as founders of the club, and my name was there with Haskell and Charlie Noble.

ARF: About how many went over for lunch this first year?

LJR: I can tell you almost definitely. It was about seven, as few as that. We just picked out a few men we thought might like the idea and we got seven.

Q: To your knowledge any of the others?

A: Charles Hall was one.

Answer, we lived in the cottage and had the garden and it went

well. From there we began to expand and expand until the day came

when we got the presents to build us a clubhouse on the corner

with the back as the architect. And I forgot whether the presents

just wanted that or whether we built them down gradually. I

think that wanted it finally when they saw what we wanted and

what we needed. And that really finally they building is now

included in the large building that they gave out as. The first

place is there in the end of the town -- that was our main room.

So the Beauty Club then started down a period of giving inter-

tainments not only at Christmas and New Year and so on, but

giving dinner for the Beauty to come to visit their wives. And

those dinners were very different social occasions. For years

we kept them up.

Q: These activities were run by a Beauty committee?

A: Yes, they were. Finally they made a formal arrangement and I was

on the committee. In fact I really building my name was out on

a little list that was put down in town. I don't know whether

it is there now, but it was there for years as I remember of

the club, and my name was there with Marshall and Josephine White.

Q: About how many were there for lunch this first year?

A: I can tell you almost definitely. It was about twenty, as far as

that. We just picked out a few men we thought would like the

idea and we got seven.

ARF: Did you have to face the issue of whether you would admit women members or not at any particular time?

LJR: That was a gradual development.

Now and then we'd find some member of the faculty that looked upon our group and saw what a good time we were having and so we could invite him to come in. And in that way we enlarged as time went on until we got to the point where the idea spread in the faculty that there should be a Faculty Club. And then the faculty voted support for the idea and asked the regents to appropriate money to start the club on the grounds that it would be a better University if we could say to men that were coming to us that there was a nice social institution, the Faculty Club. We got that idea over the regents very definitely and they accepted it.

ARF: As a drawing card for recruiting professors?

LJR: Yes.

ARF: I had wondered how the regents were talked into this. [Laughter]

The Berkeley Fire

ARF: You seem to have a talent for organizing things; such as the military bureau. And I noticed that in 1923, when the Berkeley fire came, you had a lot to do with the rehabilitation work there, didn't you?

LJR: Yes, I did. That business experience came in very well then, giving me an idea of how to cope with city problems.

ARF: Something outside the ivied walls.

Q: Did you have to face the issue of whether you would admit women

members or not at any particular time?

A: That was a gradual development.

Q: How and then we'd find some number of the faculty that favored

them out from the very first time we were having and so we

could invite him to come in. And in fact we are enlarged as time

went on until we got to the point where the first group is the

faculty that they would be a faculty club. And then the faculty

voted support for the idea and asked the trustees to appropriate

money to start the club on the grounds that it would be a better

University if we could say to men that were coming to us that

there was a nice faculty institution, the Faculty Club. We got

that idea very early and we were very definitely and very accepted it.

Q: As a driving card for recruiting professors?

A: Yes.

Q: I had wondered how the trustees were talked into this. [Laughter]

The Berkeley Five

Q: You seem to have a talent for recruiting things, even as the

faculty matters. And I noticed that in 1932, when the Berkeley

five came, you had a lot to do with the recruitment work.

Q: Where, didn't you?

A: Yes, I did. That business experience came in very well then,

giving me an idea of how to come with only problems.

Q: Something outside the ivory walls.

LJR: Yes, that was quite remote from Latin and Greek. [Laughter]

ARF: In the Berkeley fire how did you go about setting up the relief organization?

LJR: Well, by calling together a group of men and women who were able -- sensible and able -- and then with that group looking into the situation and by discussion within this group deciding what should be done. That's just exactly the way that the thing worked out, just by discussion.

Prominent Women

Jane K. Sather

ARF: Why was Mrs. Sather's endowment for a chair placed in your department rather than someplace else in the University?

LJR: Jane Sather was a very highly intellectual person, and she would meet individual professors and their talk was always productive of good results. She became a regent of the University. Sather Gate, you know, was her gift.

ARF: Was it a particular interest of Mrs. Sather's in classical literature and language that led her to make this endowment for Latin and Greek?

LJR: No. I knew her quite well. She was what I call a well-educated person. She had no special preference for either classical languages or modern; she wanted to do what was right. I have talked with her; she would discuss a broad general principle and

Yes, that was quite enough for him and his work. [Laughter]
In the German literature did you not receive of the relief
organization?
Well, by calling together a group of men and women who were like
-- scientific and able -- and then with that group, looking into
the situation and of discussion within this group, decisions were
should be done. That's just exactly the way that the thing
worked out, just as described.

President Rosen

James E. Guther

Why was Mrs. Guther's endorsement for a chair placed in your report?
Most of the time was in the University?
James Guther was a very highly intellectual person, and she with
great individual professors and their staff was always productive
of good results. The history is a part of the University. Guther
date, you know, was not right.
Was it a particular interest of Mrs. Guther's in classical liter-
ature and language that led her to make this endorsement for Latin
and Greek?
No. I know her quite well. She was what I call a well-rounded
person. She was an excellent professor for a long time, classical
languages of course; she wanted to do what was right. I have
talked with her; she would discuss a broad general principle and

LJR: try to do the right thing. Especially when she was a regent she liked to consider matters in a large, broad way. She didn't have individual preferences, not at all. She would try to get the information that she needed for deciding her vote on a particular thing. She was what I call a well-educated woman.

ARF: Was Mrs. Hearst likewise well-educated?

LJR: No, not anywhere nearly so well-educated. Her position was just an accident; you know how these things work out. Jane K. Sather was a woman who was interested in her own educational development and did everything possible for it. Well-read, you know, thoughtful, and she went to important lectures. When big men came along or big women she went to hear them, took pains to keep up to date, to keep up to the minute, so that her judgment was never a snap judgment, it was a judgment based on her investigation of things.

She was a native of New York State and here in Who's Who it says she was born the 9th of March 1824 of French Huguenot ancestry on her mother's side and of Holland Dutch on her father's. She moved to Oakland and, I believe, at the time of her husband's death he turned over his money to her, most of it. And in 1900 she transferred her property consisting of something like \$300,000 to the University regents. Out of that the Sather professorship in history was established at the cost of \$100,000. It's going now, and the professor gets his salary from the interest on \$100,000. And the holders of that were Henry Morse Stephens, later Herbert Eugene Bolton, and still later, Robert J. Kerner.

Q: try to do the right thing. Especially when one was a young man

tried to consider others in a larger, broader way. One didn't

have individual pretensions, not at all. One would try to get

the information that was needed for decisions and vote on a par-

ticular thing. One was what I call a well-adjusted woman.

Q: Was Mrs. Robert Lincoln well-adjusted?

A: No, not anywhere nearly so well-adjusted. Her position was just

an accident; you know how those things work out. Jane E. Carter

was a woman who was interested in her own educational development

and the interesting possibility for it. Well-known, you know, through-

ful, and she was in important positions. When his was more along

or his woman she went to her room, took pains to keep up to date,

to keep up to the minute, so that her judgment was never a guess.

judgment, it was a judgment based on her investigation of things.

She was a native of New York State and was in Ohio when it

was and was born the year of 1824 of French Huguenot ances-

try on her mother's side and of English Dutch on her father's.

She moved to England and, I believe, at the time of her husband's

death he turned over his money to her, more or less. And in 1850

she transferred her property consisting of something like

\$200,000 to the University trustees. Out of that the father pre-

ferred to his estate was established at the cost of \$100,000.

It's going now, and the trustees have his salary from the inter-

est on \$100,000. And the balance of that was given to

Stephen, later Robert Edgar Bolton, and still later, Robert L.

Turner.

LJR: And then she gave \$100,000 for a professorship in classical literature. It was not to be used to pay for the salary of any particular professor on campus; but very famous professors of Greek or Latin were to be brought to Berkeley for a limited time -- sometimes a semester, sometimes a little less, but quite often a semester. That \$100,000 was applied to that professorship which began in 1913. She died on the 12th of December 1911.

ARF: Didn't you have to do something concerning the campanile chimes?

LJR: Oh, I picked out the bells, went to England to the firm of Taylor and Co. in Luftborough, England.

The University appointed me to find the bells for the campanile and I went then to Troy, New York, where bells were made in this country. And after careful examination I found their bells were of inferior grade as compared with the bells made by Taylor and Co. So I went there and I told them I was there to investigate the possibility of bells for an American institution. And they said, "You'll find our bells installed in this area that looks like a big barn; you'll find wooden structures up with bells in them. And you can go out there and climb up a ladder and you will find you can ring the bell and you can hear the tone of the bell. There's a hammar there. Go around and examine our bells. See what kind you like."

So I went all over this place and I found beautiful bells. They said their greatest triumph was when they made the great bell in St. Paul's. I can't tell you which St. Paul's it was, whether it was in New York or London.

And then she gave \$100,000 for a professorship in classical literature. It was not to be used to pay for the salary of any

particular professor or teachers; but very famous professors of Greek or Latin were to be brought to America for a limited time -- sometimes a semester, sometimes a little less, but never often

a semester. That \$100,000 was applied to that professorship

which began in 1911. She died on the 12th of December 1911.

Didn't you have to do something regarding the classical studies?

Oh, I picked out the balls, went to England to the firm of Taylor

and Co. in Southampton, England.

The University appointed me to find the balls for the use-

balls and I went then to Troy, New York, where balls were made

in this country. And after several examination I found that

balls were of inferior grade as compared with the balls made by

Taylor and Co. So I went there and I told them I was there to

investigate the possibility of balls for an American institution.

And they said, "You'll find our balls installed in this case that

looks like a very hard; you'll find wooden spheres no other balls

in them. And you can go out there and pick up a ladder and you

will find you can find the ball and you can keep the top of the

ball. There's a special there. So you can find out balls.

Was that kind you like?

So I went all over this place and I found beautiful balls.

They said their greatest trouble was with the balls

ball in St. Paul. I can't tell you which it is. That's it was,

whether it was in New York or London.

LJR: Well, I came back to Berkeley and I said, "I've certainly found the place where the best bells in the world are being made, and we should get them for the campanile." They accepted my word right there, and the regents made the order for them to construct the bells.

ARF: Jane Sather gave a fantastic sum for those bells, but only a little over half of the money was spent for the bells. Why didn't they spend the rest?

LJR: They wanted to make a gate for her, and they took part of that money to make Sather Gate. That was quite an expensive structure and they took that from the bell money.

ARF: Did you have something to do with the design of the campanile?

LJR: No. John Galen Howard did that and I was with him and talked with him while he was doing it, but I didn't contribute anything to that, no.

ARF: Is it true that it is designed after a campanile in Italy?

LJR: Yes, yes, yes. Howard seemed to have, definitely, an idea that I thought was good; he didn't need any correction. [Laughter]

May Treat Morrison

LJR: Now, we should look at another woman, Mrs. May D. Treat Morrison, and inasmuch as we have the Morrison Room the University has a record of her so I didn't take the time to get it, but it's over there.

ARF: Did you know her personally?

Well, I was sent to London and I said, "I've certainly found the place where the best balls in the world are being made, and we should get them for the campaign." They accepted my word right there, and the reports sold the order for them to construct the balls.

John Galt had a fantastic run for these balls, but when it came over all of the money was spent for the balls. Why didn't they spend the rest?

They wanted to make a gate for him, and they took part of that money to make better gates. That was quite an expensive structure and they took that from the ball money.

Did you have something to do with the design of the monument? No. John Galt heard all that and I was with him and talked with him while he was doing it, and I think I contributed nothing to that, no.

Is it true that it is designed after a cathedral in Paris? Yes, yes, yes. It was based on that, basically, on that. I thought was good; he didn't need any correction. [laughter]

RAY: That Morrison
Now, we should like to see another woman, Mrs. Ray B. Treat Morrison, and I think we have the Morrison from the University has a record of her as I think since the time he got it, but it's over there.

Did you know her personally?

LJR: Oh yes, very well.

ARF: Perhaps you could tell us something that is not in the record.

LJR: All I can say about that was that she was a woman of social charm. Now, some women are just neutral, but when you met Mrs. Morrison you immediately felt the charm of a woman socially gifted. She had those qualities. Her husband was also a very nice man, and they made a very nice couple to meet.

Katharine C. Felton

LJR: And then we should look up Katharine C. Felton, who was in the class of 1895. She was a student of mine for three years, and then, after her graduation, she took a leading role in San Francisco in social work. A leading woman in social work. She had majored in Latin, under me.

ARF: Did you, by any chance, see her ideas of social work germinating as she was under you?

LJR: Oh, we had -- I made it a point in my teaching back there in those years to have extended conversations with my students outside the classroom. I had very pleasant talks with her. She lived on Dwight Way and I used to go in and call on her and talk with her, just as a friend calling on another friend. I found her a highly intelligent woman, and I understood when she went into social work in San Francisco that she had the qualities to succeed in that.

Oh yes, very well.

Therefore you would tell us something that is not in the record.

All I can say about that was that she was a woman of social status.

Now, some women are just wealthy, but when you meet Mrs. Harrison

you immediately tell her that she is a woman of social status.

And these qualities. Her husband was also a very nice man, and

they made a very nice couple of people.

Katherine C. Felton

And then we should look at Katherine C. Felton, who was in the

class of 1895. She was a student of mine for three years, and

then, after her graduation, she took a leading role in the

class in social work. A leading woman in social work. She did

deformed in Berlin, under me.

Did you, my chance, see her ideas of social work formation

as she was under you?

Oh, we had -- I made it a point in my teaching back there in

those years to have attended conversations with my students outside

the classroom. I had very pleasant talks with her. And lived on

Dwight Way and I used to go in and call on her and talk with her

just as a friend calling on another friend. I found her a highly

intelligent woman, and I understood when she went into social work

in San Francisco that she was the quality to succeed in that.

Phoebe Apperson Hearst

LJR: Now, I looked up Phoebe Apperson Hearst, born in 1842, died in 1910, and the mother of William Randolph Hearst. She established kindergarten classes in San Francisco; she built public libraries in Lead and Anaconda in Montana; at Washington, D.C., she built the National Cathedral School for Girls. Her life has been written well and we have the copy in the Library. It is by Mrs. W.S. Black and it is printed by John Henry Nash in 1928. That gives the names of the buildings she gave to Berkeley.

I want to tell you a little story in this connection which I enjoy. At one time Mr. Wilkinson, my wife's father, wanted to go to the world's fair being held then in St. Louis, Missouri. You remember there was a world's fair there. And he said to me, "I'd like to take Maud with me for a visit to that and I think you can get along all right caring for the children for that period -- it wouldn't be more than two weeks -- and you can get along."

And I said, "Yes, you're right. We can. Go ahead, take my wife, I think she'll enjoy it. It will be a good thing for her; it will relieve her of some of her ordinary duties." So I agreed.

And word was passed around when Mr. Wilkinson and my wife left that I was taking care of those three children in my home and I was doing it all alone. The telephone rang. "Is this Mr. Richardson?"

"Yes."

"This is Phoebe Hearst. I want to know if you are taking

Prose-System-Method

Mr:

Now, I looked up Thomas Jefferson Harter, born in 1847, died in 1910, and the author of William Randolph Harter. The distinguished kindergarten classes in San Francisco; and will publish literature in 1920 and 1921 in England; as mentioned, M.C., and will the National Cathedral School for girls. Her life has been

written well and he has a copy in the library. It is by Mrs. V.A. Place and it is printed by John Henry Reed in 1928. That gives the names of the children and how to identify.

I want to tell you a little story in that connection which

I enjoy. At one time Mr. Richardson, my wife's father, wanted to go to the world's fair being held then in St. Louis, Missouri. You remember there was a world's fair there. And he said to me, "I'd like to take you with me for a visit to that and I think

You can get along all right during for the children for that period -- it wouldn't be more than two weeks -- and you can get along."

And I said, "Yes, you're right. We can go ahead, take my wife, I think and I enjoy it. It will be a good thing for her; it will relieve her of some of her nervous tension." So I agreed.

And word was passed around that Mr. Richardson and his wife left that I was taking with them three children in my home and I was going to all alone. The telephone rang. It was Mr.

Richardson?

"Yes."

"This is Thomas Harter. I want to know if you are coming

LJR: care of those children all alone. I've heard that you are."
 "I am."
 "Ah," she said, "now I have it. I want you to bring your three children down to my country home and there I have plenty of servants and they'll take care of the children and you. Then you can be free to go back and forth in a kind of commuting way, if you want to, but I'll have a maid to take care of the children. So you will be entirely free to do what you want to do."

"Well, yes." That was too good a thing to miss. Whereupon I took the three children, with all the clothing and so forth necessary, and went down to her country home, and she received us most cordially, charmingly. Throughout all that time my wife was away, Phoebe Hearst was taking care of me and the children in her country home. So it worked out beautifully.

ARF: Do you know any other stories about her to include?

LJR: There were other stories, of course. I'm trying to think if I can recall any of them. I want to tell you a little story in connection with this one event. When my three children and I were at her country home, Mrs. Hearst, as a woman regent, was entertaining travelers connected to the University in some way or other. There might be a committee of five or six coming out from the East to do something and Mrs. Hearst would entertain them. And on one occasion, while the children and I were there, on the 31st of November 1892 I was elected a member of the Sorority. She gave quite a large dinner to a group of delegates that had just come west, and I later became the secretary of that organization. That club had been formed from an anti-slavery committee.

R: care of those children all alone. I've heard that you are."

"I am."

"Ah," she said, "now I have it. I want you to bring your three children down to my country home and there I have plenty of servants and they'll take care of the children and you. When you can be free to go back to your kind of country life, if you want to, but I'll have a maid to take care of the children."

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"Well, yes." That was too good a thing to miss. She answered

I took the three children, with all the clothes and so forth necessary, and went down to her country home, and she received us most cordially, cheerfully. Throughout all that time my wife was away, those three children were in the care of me and the children in her country home. So it seemed very beautifully.

Do you know any other stories about her to include?

There were other stories, of course. I'm trying to think if I can recall any of them. I want to tell you a little story in connection with this one event. When my three children and I were at her country home, Mrs. Brewster, as a woman friend, was entertaining travelers connected to the University in some way or other. There might be a committee of five or six coming out from the East to do something and Mrs. Brewster would entertain them. And on one occasion, while the children and I were there, she gave quite a large dinner to a group of delegates that had come west.

LJR: At this dinner there was a little girl the same age as my Florence, ten years old. There was a large dining hall with all these people talking, and the jabber of conversation all over the room was filling the place with sound. And all of a sudden people seemed to have talked out and for two or three minutes there was not a voice heard. And right in that silence my daughter Florence turned to the little girl next to her and said, "Have you lost all your teeth yet?" [Laughter] Whereupon the audience roared. You see, they were just at the age where their child's teeth were coming out and the other teeth coming in. But when you apply that to the dinner -- it was a whirlwind of fun.

ARF: This was at her home near Berkeley, wasn't it?

LJR: Yes, right near. I'm trying to think just where it was. It was not more than twenty miles. She had temporarily a home there. It had to do with her work as regent; she wanted to be where she could come quickly and frequently to the campus to watch certain things that were going on. I think her building was being put up then. She wanted to be where she could come up every day if she wanted to to see the progress on it and answer questions that were put to her.

The Berkeley Club

LJR: On the 23rd of November 1899 I was elected a member of the Berkeley Club, and I later became the secretary of that organization. That club had been formed from an advisory committee that

At this dinner there was a little girl ten years old or so, Florence, ten years old. There was a large dining hall with all these people talking, and a great deal of conversation all over the room was filling the place with sound. And all of a sudden people seemed to have talked out and for two or three minutes there was not a voice heard. And right in that silence my daughter Florence turned to the little girl next to her and said, "Have you lost all your teeth yet?" [laughter] Whereupon the audience roared. You see, they were just at the age where their child's teeth were coming out and the other teeth coming in. But soon you reply that to the dinner -- it was a whitening of teeth.

This was at her home near Berkeley, wasn't it? Yes, right near. I'm going to think just where it was. It was not more than twenty miles. She had temporarily a home there. It had to do with my wife's house; she wanted to be near and could come quickly and frequently to the house to watch certain things that were going on. I think her building was going out of them. She wanted to be near and could come up every day if she wanted to see the progress of it and answer questions that were put to her.

THE BIRTH OF THE CLUB

On the 29th of November 1932 I was elected a member of the Berkeley Club, and I later became the secretary of that organization. That club had been formed from an advisory committee that

LJR: President Gilman had to assist him when he wanted to know things about California. He was a stranger here, the president of the University who was here at the beginning of things, about 1875. He appointed a board of citizens, professors and laymen, to give him advice when matters came up having to do with the state of California.

He was in Berkeley only two years and then he went to be president at Johns Hopkins University. And the board that he appointed to be his advisors, consisting of six University professors and six businessmen, formed itself into the Berkeley Club after he left. And I was later made a member of that club and I am a member of it today. That has gone right on through to the present time.

ARF: Well, can you give us some idea, then, of the evolution of the club since you first entered it?

LJR: Yes. After Gilman left and went to Johns Hopkins, that committee decided to keep up its existence, but they changed their name; they called it the Berkeley Club. It was made up then of 50 % University professors and 50 % business and professional men.

ARF: Who were some of the other members when you first joined it?

LJR: Oh, Professor Howison, Bernard Moses, John Galen Howard --

ARF: Do you still divide equally between businessmen and University men?

LJR: Yes. We are not careful to have the number perfectly exact; we try to make half University professors and half business and

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 about California. He was a stranger here, the president of the
 University who was here at the beginning of things, about 1872.
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 club since you first advised it?

19: Yes. After Gilman left and went to Johns Hopkins, that commit-
 tee decided to keep up its existence, but they changed their
 name; they called it the Berkeley Club. It was made up then of
 20 University professors and 20 businessmen and professional men.
 Who were some of the other members when you first joined it?

20: Oh, Professor Howland, Howard Moser, John Galen Howard --
 do you still divide equally between businessmen and University

men?

21: Yes. We are not careful to have the number perfectly exact; we
 try to make half University professors and half business and

LJR: professional men, lawyers -- for instance, we always like to have one lawyer and one doctor in. For 50 years, you know, and I don't

ARF: Why is that? Is to say, as each meeting there had to be one man

LJR: Why, that's in order to have a more thorough examination of the problems. A doctor or a lawyer may have some expert opinion; it is very important to have that considered.

ARF: I wondered if you selected your members with an eye to just their particular specialty.

LJR: No, we select a member on the basis of what we call good general ability.

ARF: How do you select your members?

LJR: By just electing. As men die or move away we replace. We don't increase the number, but men died occasionally, and there might be vacancies that way, or they move somewhere and there'll be a vacancy. So we elect to fill that.

ARF: It has been enlarged. It was twelve to begin with; now we have twenty members. For years and years we met every two weeks, but during this last year we're trying the plan of meeting once a month. And what we do is to study the problems of the day that face the people and our government.

ARF: Domestic and international?

LJR: Yes, the problems of the day. And we get a highly qualified member to write a paper on each problem as it comes up and when we meet he reads his paper and we discuss that problem, that problem of the day.

The Berkeley Club members in 1941 were: Arthur, Blaisdell, Stone, Nichols, Swanson, French, Calhoun, St. Germain, Gifford, Lawton, Leasing, Loper, MacKay, Miller, etc. Members of the Berkeley Club are in the General Library, UCS. (1947)

professional man, lawyer -- for instance, we always like to have one lawyer and one doctor in.

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Domestic and international?

Yes, the problems of the day. And we get a highly qualified member to write a paper on each problem as it comes up and when we meet he reads his paper and we discuss that problem, that problem of the day.

LJR: The Berkeley club was a very important institution. I was secretary and treasurer of it for 35 years, you know, and I just ran it; that is to say, at each meeting there had to be one man chosen who would be the main speaker and he would have a subject that would be uppermost for conversation and discussion, and I had to see, every two weeks, that there was a man selected who would have the subject and who would enable the whole club to have a fine discussion and go home at ten o'clock.*

ARF: Do you still attend this club?

LJR: No. Just within the last year I found it very difficult to go from here to Berkeley to the meeting. The meeting concludes at ten o'clock at night and that meant that I'd walk down Shattuck Avenue, take about 30 minutes to catch a bus, and get home at midnight. I found that now that I'm 91 years of age that kind of late evening engagement was wearing on me and just about a year ago I sent a letter. I said, "I'm not resigning, but I'd like a leave of absence."

ARF: Were there other clubs of this type in the area?

LJR: Yes. I came to California in 1891 and joined the 630 Club, which met in San Francisco for the discussion of public questions. Some of the members were Warren Cheney, Ernest Peixotto, Professor Edmund O'Neill.

ARF: Was the 630 Club the same as the Berkeley Club?

LJR: Yes. It was not identical, but similar.

*Some of the Berkeley Club members in 1941 were: Bennet, Blasedale, Blake, Buckam; Freeman, French, Goldschmidt, Gorrel, Hatfield, Lawson, Lessing, Loper, MacKay, McGiffert. Minutes of the Berkeley Club are in the General Library, UCB. [ARF]

Q: The Berkeley Club was a very important institution. I was secretary and treasurer of it for 25 years, you know, and I just ran it; that is to say, at each meeting there had to be one man chosen who would be the main speaker and he would have a subject that would be important for conversation and discussion, and I had to see, every two weeks, that there was a man selected who would have the subject and who would handle the whole club in have a fine discussion and go home at ten o'clock.

Q: Do you still attend this club?

R: Yes. Just within the last year I found it very difficult to go from home to Berkeley to the meeting. The meeting concluded at ten o'clock at night and that meant that I'd walk down Shattuck Avenue, take about 30 minutes to catch a bus, and get home at midnight. I found that now that I'm 81 years of age that kind of late evening engagement was wearing on me and just about a year ago I sent a letter. I said, "I'm not resigning, but I'll like a leave of absence."

Q: Were there other clubs of this type in the area?

R: Yes. I came to California in 1951 and joined the 630 Club, which met in San Francisco for the discussion of public questions. Some of the members were Warren Cheney, Ernest Rindert, Professor Edmund O'Reilly.

Q: Was the 630 Club the same as the Berkeley Club?

R: Yes. It was not identical, but similar.

* Some of the Berkeley Club members in 1951 were: George, Elizabeth, Mike, Rickard, Thomas, French, Goldsmith, Dorrel, Hattill, Lewman, Jessing, Roger, Morgan, Kunitz, Wilson of the Berkeley Club are in the General Index, UCR. [ANT]

Flagg's Circle

LJR: Arthur Ryder, professor of Sanskrit, John H. McDonald, professor of mathematics, and I dined in San Francisco. We did that regularly. We'd go to the city and have dinner together and have a good long talk after dinner and then come home. I did that repeatedly with those same men. It made a good combination for talk.

There was also a group of men headed by Isaac Flagg, professor of Greek, and we formed this conversation group and we'd meet in various places -- not always in a restaurant, sometimes in one of the rooms of the members -- and we would have long talks together. They were very fine, very beneficial.

ARF: Who else was in this?

LJR: It was a group of about six or seven men. I can't remember just this minute the other names.

ARF: Was this conversation ever directed along a certain topic?

LJR: Oh, yes, it was. It was systematic in that respect. It was likely to be about a theme that somebody thought of, and the conversation would be about that theme for an hour or two.

ARF: In your diary there is a meeting dated 1913; that must have been about the time when it began.

LJR: Yes.

ARF: How often did you meet?

LJR: I think it was once a month. It was named Flagg's Circle after the oldest man in the group, Isaac Flagg.

Flax's Circle

Arthur Ryder, professor of Sanskrit, John H. McDonald, professor of mathematics, and I dined in San Francisco. We did that regularly. We'd go to the city and have dinner together and have a good long talk after dinner and then come home. I did that repeatedly with those same men. It made a good combination for talk.

There was also a group of men headed by Isaac Flax, professor of Greek, and we formed this conversation group and we'd meet in various places -- not always in a restaurant, sometimes in one of the rooms of the houses -- and we would have long talks together. They were very fine, very beneficial.

Who else was in this?

It was a group of about six or seven men. I can't remember just this minute the exact number.

Was this conversation ever directed along a certain topic?

Oh, yes, it was. It was definitely in that respect. It was likely to be about a theme that somebody brought up, and the conversation would be about that theme for an hour or two.

In your diary there is a meeting dated 1913 that must have been about the time when it began.

Yes.

How often did you meet?

I think it was once a month. It was named Flax's Circle after the closest man in the group, Isaac Flax.

ARF: When did this peter out, do you know?

LJR: No, I don't remember about that. Of course, those things don't go on forever. But that lasted quite a number of years.

ARF: It must have been good for communication between the different disciplines in the University.

Berkeley Music Association

LJR: Now, in your last letter you brought up some things which I remember as occupying me. Take the Berkeley Music Association. Warren Cheney was the secretary and I want to pay him a great compliment. He was an ideal secretary. He not only knew how to keep the records of the committee or the group, but he knew how to suggest things that are often very important. He was a skillful secretary. He lived on College Avenue just north of Bancroft Way, on the right-hand side as you went north, right opposite the University property. He had a wife and children that lived there. He was a real estate man.

ARF: I didn't realize he was in real estate, he was so closely connected with University activities.

LJR: Yes. Oh, he had a business. That's how he got his bread and butter.

ARF: I noticed also that when you were vice-president of the Berkeley Music Association the president was Mayor Hodgehead.

LJR: Yes, Mr. Hodgehead. I was trying recently to recall his name, and you've brought it to my mind. I knew him very well and he was a

Q: When did this paper come out, do you know?
 A: No, I don't remember about that. Of course, those things don't
 go on forever. But that lasted quite a number of years.
 Q: It must have been years for communication between the different
 disciplines in the University.

Harvard Music Association

Q: Now, in your last letter you brought up some things which I remem-
 ber as occurring at the Harvard Music Association. Warren
 Cooney was the secretary and I want to ask you a great question.
 He was an ideal secretary. He not only knew how to keep the
 records of the committee or the group, but he knew how to suggest
 things that were often very important. He was a skillful secretary.
 He lived on College Avenue just north of Harvard Way, on the
 right-hand side as you went north, right opposite the University
 property. He had a wife and children that lived there. He was
 a real estate man.
 Q: I didn't realize he was in real estate. He was so closely connected
 with University activities.
 A: Yes. Oh, he had a business. That's how he got his bread and
 butter.
 Q: I noticed also that when you were vice-president of the Harvard
 Music Association the president was Walter Hollenbeck.
 A: Yes, Mr. Hollenbeck. I was trying recently to recall his name, and
 you've brought it to my mind. I know his very well and he was a

LJR: very good member of that committee. And we brought to Berkeley some beautiful musical occasions. Sometimes in the shape of one artist, sometimes a group like three or four instruments.

Now, we thought while we were doing it that it was the finest possible thing of its kind for us to do for the city. The reaction from the public supported us in that thought and we gave hard work to it in finding these organizations and individual artists. We read the New York papers, you know, and we tried to find in every way the artists that were, at that time, serving the public somewhere, and when we learned about a very distinguished one we'd communicate with that artists and say, "Are you coming to California?" They liked to come to California. You take a singer singing in New York and you put that question to him and generally the reply was, "I want to come."

ARF: So you had climate on your side.

LJR: Yes, and in that way, by reading the eastern papers and the magazines, we kept track of the good artists either singly or in groups, and got them to Berkeley. And Mr. Hodgehead was a beautiful person in making an introduction when we had, say, a distinguished singer. He would likely rise and say, "Friends, I should like to say, regarding this artist, that she has sung in London, Paris, Berlin, New York," and then he would give a little of her history. And it was appropriate, you know. She had sung in all those cities and he made a nice little introductory talk very often at those concerts that we gave. And the singer

very good amount of that country. And he brought to Berkeley some beautiful musical instruments. Some of the things of the artist, sometimes a group like those of four instruments. Now, we thought while we were going it that it was the best possible time of the time for us to go for the city. The reaction from the public supported us in that thought and we have had work to it in finding these organizations and individual artists. We read the New York papers, you know, and we tried to find in every way the artists that were, at that time, arriving and leaving somewhere, and when we learned about a very distinguished one we'd communicate with that artist and say, "Are you coming to California?" They liked to come to California. You take a singer singing in New York and you put that question to him and generally the reply was, "I want to come."

So you had classes on your side.

Yes, and in that way, by leading the eastern people and the western, we kept track of the good artists either singly or in groups, and got them to Berkeley. And Mr. Bodemann was a beautiful person in making an introduction when we had, say, a distinguished singer. He would likely rise and say, "Friends, I should like to say, regarding this artist, that she has sung in London, Paris, Berlin, New York," and then he would give a little of her history. And it was appropriate, you know. She had sung in all those cities and he made a nice little introductory talk very often at those concerts that we gave. And the singer

- LJR: himself, or herself, was generally quite pleased at the kind of thing that was said, so that it was worthwhile. It put the singer in the mood to do her best, or his best.
- ARF: I noticed, for instance, in 1925 you had Elizabeth Rethburg from the Metropolitan, and Louis Graveure, baritone. I just copied a few names from the old University calendars.
- LJR: Why in the world hasn't that been kept up?
- ARF: Well, it seems that it was changed about the time when Harmon Gymnasium was torn down. I thought maybe you would know what happened to it.
- LJR: Well, now I wonder if the tearing-down of that gymnasium, which gave us a splendid large audience space, maybe we didn't think there was any place for a concert after that. I think we tried it once or twice down in the Berkeley High School auditorium, but we didn't like it, it didn't serve the purpose.
- ARF: After that the records show that maybe only once a year the Berkeley Music Club would sponsor a performance either in the Hearst Greek Theatre or Wheeler. Were you on this committee through its whole existence until it stopped?
- LJR: Yes. Do you remember the date of the tearing-down of the gymnasium?
- ARF: Miss Dornin in University archives said she thought it was about 1932, and she is usually correct.
- LJR: Yes, I think that had a great deal to do with it. It was an ideal auditorium for our purposes, and after they tore it down I remember we felt we simply had no place to give the concerts the

himself, or herself, was generally quite pleased at the end of

the first year, and that it was worthwhile. It was an

order in the end to do her best, or his best.

I noticed, for instance, in 1933 you was Elizabeth's husband from

the Metropolitan, and David's husband, for instance. I just copied a

few names from the old University columns.

Was in the world when it was down here up?

Well, it seems that it was changed about the time when Harman

Quintana was born here. I thought maybe you would know what

happened to it.

Well, now I wonder if the listing-down of that examination, which

gave me a political large audience space, maybe we didn't think

there was any place for a concept after that. I think we first

it once or twice down in the Berkeley High School auditorium, but

we didn't like it, it didn't serve the purpose.

After that the second time that maybe only once a year the

Berkeley High School would sponsor a party-supper either in the

Harman High Theatre or auditorium. Were you on this committee

through its whole existence until it stopped?

Yes. So you remember the date of the listing-down of the examination?

Miss Gorman in University archives said she thought it was about

1932, and she is usually correct.

Yes, I think that was a great deal to do with it. It was an

ideal auditorium for the purpose, and after that, they took it down I

remember we felt we always had no place to give the students the

LJR: way we had been doing. For some curious reason the public didn't seem to think it was worthwhile going to the high school auditorium. They didn't come to the concerts there, so we had to give that up.

ARF: When did you start your interest in the music association?

LJR: Well, I think about 1910. I married Maud Wilkinson in 1900 and she had had very good musical training, so that it was a great help to me to have as a wife one who could give me such sound advice. I must give her credit for helping me very largely with regard to that Berkeley Music Association. She was a beautiful pianist herself, but she didn't want to give public concerts, she was just of that mind; she didn't care for that kind of thing. She played for her friends, and it was beautiful work, and, as I say, she helped me. Her judgment was very valuable and she was very helpful in carrying on the work of the association.

ARF: Was she a member too?

LJR: Now, let me see. She was not a member of the committee, she was merely my advisor, that's all. That's the only official connection she had. But she gave me very great help in that.

It would take, sometimes, a \$1000 to get one man out from the Metropolitan. We picked him out from the Metropolitan music aggregation in New York and got him out and back, paid his travel expenses and paid his fee. And we did that for years and it was one of the very finest things that could have been imagined for a city. Inasmuch as I no longer live in Berkeley I don't know

was he had been doing. For some curious reason the public didn't seem to think it was particularly exciting to the high school auditorium. They didn't come to the concerts there, so he had to give that up.

Now did you start your interest in the music association? Well, I think about 1919. I married Miss Wilkinson in 1920 and she had had very good musical training, so that it was a great help to me to have as a wife one who could give me good musical advice. I must give her credit for helping me very largely with regard to that Berkeley Music Association. She was a beautiful pianist herself, but she didn't want to give public concerts, she was just at that stage; she didn't come for that kind of thing. She played for her friends, and it was beautiful work, and, as I say, she helped me. Her judgment was very valuable and she was very helpful in carrying on the work of the association.

Was she a member too? Now, let me see. She was not a member of the committee, she was merely my adviser, that's all. That's the only official connection she had. But she gave me very great help in that.

It would take, wouldn't it, \$1000 to get one man out from the Metropolitan. We picked him out from the Metropolitan music association in New York and got him out and over, paid his travel expenses and paid his fees. And we did that for years and it was one of the very finest things that could have been imagined for a city. Inasmuch as I no longer live in Berkeley I don't know

LJR: whether that Berkeley Music Association is still functioning, because I'm too old, you see, to keep up that kind of thing now. But I'd say for twenty years we kept it up, and it was a very fine influence, musically, in Berkeley.

Financing the Association

LJR: Miss Marian Anderson we got one year. She's a beautiful singer. We met as a committee managing this. We met frequently and we studied our plans and raised our money and carried out the idea very well. There was a good deal of appreciation in Berkeley for this work we were doing, so that we had no difficulty in getting a certain amount of money, no difficulty at all.

ARF: How did you go about getting this money?

LJR: Purely personal. Never by any systematic way, but merely members of the committee -- there were about five of us -- would speak with any rich person we happened to get into conversation with and say, "Would you like to give a little money toward this work?" And in that way we always had plenty of money throughout my whole history there. We never lacked money, never.

ARF: People like Mr. Moffitt and your golfing companions?

LJR: Now, Moffitt was a very well-to-do man, you understand. He was really a rich man, so he could give \$500 and never miss it at all. And so I went to people like him and said, "Should you like to give a little, or what you deem proper, toward this Berkeley Music Association?" And you understand we asked an admission

LA: What was that Berkeley Music Association in 1911 functioning, because I'm for this, you see, to keep up that kind of thing now. But I'd say for twenty years we kept it up, and it was a very fine influence, especially in Berkeley.

Financing the Association

LA: Miss Marian Anderson we got one year. She's a beautiful singer. We met her a committee managing this. We met frequently and we studied our plans and raised our money and carried out the idea very well. There was a good deal of appreciation in Berkeley for this work we were doing, so that we had no difficulty in getting a certain amount of money, no difficulty at all.

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LA: Surely personal. I don't do any systematic way, but mostly members of the committee -- there were about five of us -- would speak with any rich person we happened to get into conversation with and say, "Would you like to give a little money toward this work?" And in that way we always had plenty of money throughout the whole history there. We never lacked money, never.

LA: People like Mr. Moffitt and your fellow composers?

LA: Now, Moffitt was a very well-to-do man, you understand. He was really a rich man, so he could give \$200 and never miss it at all. And so I went to people like him and said, "Would you like to give a little, or would you like to support this Berkeley Music Association?" And you understand we asked an admission

LJR: price -- say a dollar -- so we got some income that way. Generally it wasn't enough to pay Metropolitan musicians for coming out and going back and the fee, so we had to pay a little more than the admission price would bring in. However, we did it; we carried it out for years and years.

ARF: What was the connection between the association and the University? Did you get use of Harmon gym free in return for presenting the programs on campus?

LJR: My memory is that we didn't pay the University any rental. We paid only the janitor services. They had, you see, the arrangement of chairs which was different from what they would be ordinarily. And then afterwards they had to sweep up the tissue paper and things that had been dropped. And we paid those janitors for their service. That was all.

ARF: Did you partly finance this from subscriptions?

LJR: No, merely by admission at the door and large individual donations.

ARF: And you came out in the black all right?

LJR: We usually did. We sometimes made a profit. That would help where we lost a little. You see, it balanced up.

Concerts

ARF: How did you promote these functions?

LJR: Through the Berkeley Gazette, largely. They would take every bit of material we gave them and give it wide circulation. It was almost all through the Berkeley Gazette.

price -- say a dollar -- so we got some income that way. Generally it wasn't enough to pay Metropolitan maintenance for printing out and going back and forth, so we had to pay a little more than the subscription price would bring in. However, we did it; we carried it out for years and years.

What was the connection between the association and the University? Did you get one of Harmon's free in return for present- ing the program on campus?

My memory is that we didn't say the University say thank. We paid only the janitor services. They had, you see, the arrangement of chairs which was different from what they would be ordinarily. And then afterwards they had to wrap up the tissues paper and things that had been dropped. And we paid those janitors for their services. That was all.

Did you partly finance this from subscriptions? No, mostly by subscription at the door and large individual donations. And you came out in the place all right? We usually did. We sometimes made a profit. That would help where we lost a little. You see, it balanced up.

Concerts

How did you present these functions? Through the Barnaby Rudge, largely. They would take every bit of material we gave them and give it wide circulation. It was almost all through the Barnaby Rudge.

ARF: Do you remember any other names of people on your committee?

LJR: It's a funny thing that I don't. I worked with those five people -- I think it was five -- and Warren Cheney and Mr. Hodgehead I remember vividly, but I can't seem to recall the other members.

ARF: I should think they could be got in the records somewhere back.

ARF: The concert, lecture and music committee has been shuffled around quite a bit in the University and I think every time they move they burn their records. The only thing I could find was Professor Popper's little history.

LJR: Now, if I should take the time and energy to do it I might go through my diaries and I might find some information on that. Let's look up those years: Let's see, the Flonzaley Quartet was the 15th of February 1917. And the Gabrilowitsch engagement in 1916, February 1. Eugene Ysaye, violin concert, that was on the 7th of December 1917. The Flonzaley Quartet gave a concert the 11th of April 1923. The 16th of October 1923, Queena Mario, Metropolitan soprano. Then the Joseph Schwartz concert, the 26th of February 1924. O. Gabrilowitsch on the 25th of April 1924, a pianist. Then Louis Graveure came the 7th of October 1924; G. Enesco, violinist, 17th of March 1925; Efram Zimbalist, 14th of November 1925. All those were Berkeley Music Association concerts.

ARF: You brought quite a number of really outstanding artists. And this was all through individual contacts with each one, is that right? You didn't take anybody as a package group organized for you.

Q: Now, if I should take the time and energy to do it I would go through my library and I would find some information on that. Let's look up those names let's see, the Nibelungen, would not the idea of Germany itself -- and the conditions connected to this, Germany, I. Wagner's opera, which concert, that was on the 7th of December 1917. The Nibelungen concert was a concert the 11th of April 1917. The 10th of October 1917, German War, Nibelungen concert. Then the Nibelungen concert, the 10th of February 1917. The Nibelungen concert on the 10th of April 1917, a pianist. Then Nibelungen concert was the 7th of October 1917; G. Wagner, Nibelungen, 17th of March 1917; from Nibelungen, 14th of November 1917. All those were Wagner's Nibelungen concert.

Q: You brought out a number of really interesting artists. And this was all through individual contacts with each one, is that right? You didn't have anybody as a package group organized for you.

LJR: Oh, no, nothing of that kind. I read the New York papers assiduously in order to find out the names of artist who were singing there and also those that were making tours of the country from there.

ARF: Does your diary show what happened to the association after the thirties?

LJR: Now, let's see. In 1929, 1930, and 1931 I was in Europe. Now, in 1932 Sigrid Onegin, contralto, gave a Berkeley Music Association concert.

ARF: Do you remember whether that was given on the campus, or not?

LJR: No, I don't recall. Why, I don't see any concerts immediately following that. I don't see any in 1933. There's Gregory Piatagorsky, 15th of February 1934. Oh, here are some more -- Ruth Page and Krensburg, 4th of April 1934. I'm not finding any more.

ARF: Professor Popper said that he thought this cooperative agreement between the Berkeley Music Association and the University had been made with the help of a regent that you knew. Would that have been Mr. Moffitt?

LJR: Yes. J.K. Moffitt had great fondness for music, so he was likely to help any matter that involved concerts where the regents could have any part.

ARF: Who preceded Popper on the concert, lecture and music committee on campus before 1924?

LJR: There was Sam Hume, but I don't remember working closely with

- Q: No, nothing at that time. I read the New York papers continuously in order to find out the names of artists who were singing there and also those that were making tours of the country from there.
- A: Does your diary show what happened to the association after the thirty?
- Q: No, let's see. In 1952, 1953, and 1954 I was in Europe. Now, in 1952 I was in England, Scotland, and a number of other places.
- Q: Do you remember whether that was given on the campus, or not?
- A: No, I don't recall. Why, I don't have any contacts immediately following that. I don't see any in 1952. There's a tragedy.
- Q: I think, let's see, 1954. Oh, there are some more --
- Ruth Page and Rosenberg, 4th of April 1954. I'm not finding any more.
- A: Professor Popper said that he thought this cooperative movement between the Faculty Music Association and the University had been made with the help of a recent tour you knew. Would that have been Mr. Wolff?
- Q: Yes. J.K. Wolff had given instruction for music, so he was likely to help my sister find interested concertgoers where the concerts could have any part.
- A: The orchestra, Popper, on the concert, lecture and music committee on campus before 1954?
- Q: There was one more, but I don't remember working closely with

LJR: him. We were friendly, but I can't remember being in the same organization, same committee with him.

ARF: Well, there seems to be a lapse of about three years there when there was no committee for music and drama on the campus. And the only thing I could find was Sam Hume and the Greek Theatre.

LJR: He was very closely connected with the Greek Theatre.

University Extension and Concert Artists

ARF: I noticed that along with your work in the Berkeley Music Association, you had great interest in placing concert artists all through the state when you took over Extension.

LJR: Yes, when I was made director that put me in a position right away to do some of that work of helping artists to get concert assignments in the state. They would be coming to Berkeley for one place, and then I helped to get other places for a deserving artist, a meritorious artist.

ARF: Did your wife advise you in this also?

LJR: She did, yes, to some extent. It varied a little. She was good when it came to estimating the value of the artist as a musician. She wasn't good on the business side, and the placing of them in other places besides Berkeley was largely a business operation.

ARF: You acted as a sort of agent for these artists?

LJR: Oh, not in any official way. It was a friendly service that I volunteered. I wasn't an agent, no.

ARF: Do you remember what the financial arrangements were?

MR: him. He says, "I can't remember being in the same

organization, some committee with him.

MR: Well, there seems to be a lot of about three years when

there was no committee for music and drama in the company. And

the only thing I could find was the book and the book, "Theater."

MR: He was very closely connected with the Great Theater.

University, University and General Assembly

MR: I noticed that along with your work in the Berkeley Music Associa-

tion, you had great interest in classical concert artists all

through the state when you took over the position.

MR: Yes, when I was asked to take over that post in a position right

away to do some of the work of helping artists to get concert

assignments in the state. They would be coming to Berkeley for

the first, and then I began to get other places for a number

of artists, a number of artists.

MR: Did your wife advise you in this work?

MR: Yes, she was very active. It was a little bit of work.

MR: It was to be a little bit of work of the artist as a musician.

MR: Yes, it was to be a little bit of work of the artist as a musician.

MR: Yes, it was to be a little bit of work of the artist as a musician.

MR: You acted as a sort of agent for these artists?

MR: Yes, not in any official way. It was a friendly service that I

volunteered. I wasn't an agent, no.

MR: Do you remember what the financial arrangement was?

LJR: No, I don't. Now, suppose, for example, we had a fine artist and I knew about an organization in San Jose that liked to get artists. I'd write a letter to that organization and say, "We are greatly pleased with this artist. Do you want this one? If so, communicate with the artist, whose agent is so-and-so." They had their agents always, and all I did was recommend them where I thought they might be happily placed.

Trusteeship of Berkeley Public Library

Carnegie's Money

LJR: On the 5th of September 1900 I became a trustee of the Berkeley Public Library and continued to occupy that position for many years. First I was a member and then later I was chairman of the trustees.

ARF: What was the library like when you first went on the board?

LJR: It was on Shattuck Avenue and they rented a store and gave the people the right to come there and see the books, or borrow. It was a very amateurish thing, and it so happened that Andrew Carnegie visited Berkeley and I was on the committee entertaining him. I was chairman of the public days committee for a long time at the University of California, and as chairman I was called upon to take care of him, to escort him around the University and show him the things he wanted to see. And in the course of the conversation he said, "Have you a city library here?"

Q: No, I don't. Now, suppose, for example, we had a fine artist and I knew about an organization in New York that liked to get artists. I'd write a letter to that organization and say, "The art people are pleased with this artist. He has won this prize. It is, commensurate with the artist, whose work is so-and-so." They had their names always, and all I did was recommend them where I thought they might be happily placed.

Trusteeship of the Public Library

Carnegie's Money

Q: On the 25th of September 1900 I became a trustee of the Berkeley Public Library and continued to occupy that position for many years. First I was a member and then later I was chairman of the trustees.

Q: What was the library like when you first went on the board?
 A: It was on Webster Avenue and they rented a store and gave the people the right to come there and see the books, on borrow. It was a very comfortable place, and it did happen that Andrew Carnegie visited Berkeley and I was on the committee entertaining him. I was chairman of the public library committee for a long time at the University of California, and as chairman I was called upon to take care of him, to escort him around the University and show him the things he wanted to see. And in the course of the conversation he said, "Have you a city library here?"

- LJR: I said, "Yes. I'm a member of the library committee."
- "Where is it?"
- "It's in a store on Shattuck Avenue."
- "You haven't a building?"
- "No," I said, "we have no building. It's in a store." That was all. But a few weeks later there came a communication from his office in New York City saying that the money would come from Mr. Carnegie for putting up a library building in Berkeley. So that's a little bit of history.
- ARF: That explains the minutes of this special meeting of the library board that was called on February 24, 1903, to consider the proposition of Mr. Carnegie to give \$40,000 to erect a library building in Berkeley. Was Rosa Shattuck prompted to give the corner lot by the Carnegie offer, or had she already done it?
- LJR: I think she'd already done it. I think so. I'm not certain.
- ARF: This wasn't long after the library got started in 1895, was it?
- LJR: I became a trustee of the Berkeley Public Library on the 5th of September 1900 and I became president of that board of trustees on the 17th of July 1905. That I found in my diary here. We were in the store when I became a trustee. I think maybe by the time I got to be president we had the building.
- ARF: Were you on the building committee too?
- LJR: Yes.
- ARF: Along with Mr. Naylor and Mr. Waterman?
- LJR: Naylor and Waterman, yes. And there was a very fine woman with

I said, "Yes. I'm a member of the library committee."

"Where is it?"

"It's in a store on Whittier Avenue."

"You haven't a building?"

"No," I said, "we have no building. It's in a store. That

was all. But a few weeks later there came a communication from

his office in New York City saying that the money would come

from Mr. Carnegie for putting up a library building in Berkeley.

So that's a little bit of history.

That explains the minutes of this special meeting of the library

board that was called on February 24, 1902, to consider the pro-

position of Mr. Carnegie to give \$40,000 to erect a library

building in Berkeley. Was John Johnston prompted to give the

corner lot by the Carnegie offer, or had she already done it?

I think she's already done it. I think so. I'm not certain.

This wasn't long after the library got started in 1892, was it?

I became a trustee of the Berkeley Public Library on the 25th

of September 1900 and I became president of that board of

trustees on the 17th of July 1902. That I found in my diary

note. We were in the store when I became a trustee. I think

maybe by the time I got to be president we had the building.

Were you on the building committee too?

Yes.

Along with Mr. Taylor and Mr. Waterman?

Taylor and Waterman, yes. And there was a very fine woman with

- LJR: the library. I can't recall her name. Very fine woman. She was a rather young woman, younger than I.
- ARF: Later on there was a Miss Morse in 1920. Who were Naylor and Waterman?
- LJR: Mr. Naylor was connected with the bank in Berkeley and Mr. Waterman was from West Berkeley.
- ARF: The library almost from the first began with branches, didn't it?
- LJR: Yes. We learned, right at the beginning, that in all typical cities you'd have your central library and some branches. We had that in mind right at the beginning. That's why we established right away two branches.
- ARF: When you began planning for this new building, once you had the windfall from Carnegie, John Galen Howard was chosen as the architect, wasn't he?
- LJR: Oh, yes. He was a professor of architecture in the University, a colleague of mine there, so I knew him very well.
- ARF: I was wondering why he was chosen over Maybeck or any others. Was there any particular type of architecture favored over another?
- LJR: We left that to Mr. Howard. We thought that he would know more about what would be fitting than we did, and I think he did. So we left the style to him. Now, they build cubicle buildings, you know, without a bit of ornamentation, in order to use the maximum amount of space. We didn't know anything about that then, and Howard didn't like that at all. That wasn't his style. He wanted it to be a pleasant building to look at.

the library. I don't recall her name. Very fine woman. She

was a rather young woman, younger than I.

Later on there was a Miss Morse in 1920. Was were Baylor and

Waterman?

Mr. Baylor was connected with the bank in Berkeley and Mr.

Waterman was from West Berkeley.

The library almost from the first began with branches, didn't it?

Yes. Yes indeed, right at the beginning, what in all typical

cities you'd have your central library and some branches. We

had that in mind right at the beginning. That's why we established

librarians right away too branches.

When you began planning for this new building, were you had the

original from University, John Nelson Howard was chosen as the

architect, wasn't he?

Oh, yes. He was a professor of architecture in the University,

a colleague of mine there, so I knew him very well.

I was wondering why he was chosen over Harkness or any others.

Was there any particular type of architecture favored over another?

We left that to Mr. Howard. We thought that he would know more

about what would be fitting than we did, and I think he did. We

we left the style to him. Now, they build college buildings,

you know, almost a bit of romanticism, in order to use the

maximum amount of space. We didn't know anything about that

then, and Howard didn't like that at all. That wasn't his style.

He wanted it to be a simple building to look at.

ARF: Could you describe the library?

LJR: No, I can't, except to say that it was not a cubicle type of a building, but a building made with certain architectural grace. It is difficult to give more than just that description -- that it was not just square angles, but that it had some little ornamental features, not excessive, but ornamental features that made it a pleasant building to look at.

Early Librarians

LJR: And the first librarian was Mr. D.R. Moore, a lifelong friend of the Shattuck family. They brought him to Berkeley to be librarian and he served as librarian when we were in that store on Shattuck Avenue before we had a building, before Carnegie had given us anything. The Shattuck family knew him well and they wanted to provide occupation for him. And he was a good librarian; he never disappointed us at all there; he was capable, hard-working, conscientious, a very satisfactory librarian, yes.

ARF: After his death, Mr. Joekel became librarian, and I noticed that the library took a sudden change in organization under him. What were the differences between Mr. Joekel and Mr. Moore?

LJR: Mr. Moore was a man who was not professionally trained as a librarian and therefore there were many details about library management that he'd never heard of. Joekel knew the business in a professional way. He was a professional librarian.

ARF: Wasn't Joekel circulation manager at the University Library before he took over the Berkeley Public Library?

Q: Could you describe the library?

A: No, I can't, except to say that it was not a college type of building, but a building with a certain architectural style. It is difficult to give more than just that description -- that it was not just square angles, but that it had some little ornamental features, but ornamental features that were it a pleasant building to look at.

Early librarians

Q: And the first librarian was Mr. D.W. Moore, a lifelong friend of the University family. They brought him to Berkeley to be librarian and he served as librarian when we were in that store on University Avenue before we had a building, before Carnegie had given us anything. The University family was his wife and they wanted to provide occupation for him. And he was a good librarian; he never disappointed us at all there; he was capable, hard-working, conscientious, a very satisfactory librarian, yes.

Q: After his death, Mr. J. Edgar became librarian, and I noticed that the library took a sudden change in organization under him.

A: What were the differences between Mr. J. Edgar and Mr. Moore? Mr. Moore was a man who was not professionally trained as a librarian and therefore there were many details about library management that he'd never heard of. (J. Edgar) knew the business in a professional way. He was a professional librarian.

Q: Wasn't J. Edgar classified manager at the University library before he took over the Berkeley Public Library?

LJR: He was, yes. And then, you know, about a relatively short time after Joekel resigned we had a woman as librarian, Celia Hayward.

ARF: That was during the war, wasn't it?

LJR: Yes. Joekel became librarian at the Presidio. Then we hired Celia Hayward. She was good. She had been professionally trained and did the work as you would expect a good librarian in a city to do. By the way, I see her occasionally now. She is very old, like me, old, and I occasionally meet her and we have a few words to say about the good old days when we had the library. She, of course, is no longer connected with it. She's a very old lady.

ARF: Joekel returned, didn't he?

LJR: Yes, but he wasn't long with the city library, because he liked the work at the University better. And he found there full scope for his activities so that he was fully willing to give up the city library, yes.

ARF: When Mr. Joekel took over, why did he set up the department of branches?

LJR: You see, Berkeley was spread out: there was West Berkeley a long way off, and North Berkeley a long way off, and South Berkeley. All of those were distant so that the people in those places couldn't come to the main library easily, it was too far. So we put branches in those places -- West Berkeley, North Berkeley, and South Berkeley.

ARF: How was your library board able to cooperate with the public school system, such as Emerson and Hawthorne schools?

- Q: Now, you know, about a relatively short time after Joseph resigned we had a woman as librarian, Della Hayward.
- Q: That was during the war, wasn't it?
- Q: Yes. Joseph became librarian at the President. Then we hired Della Hayward. She was good. She had been professionally trained and did the work as you would expect a good librarian in a city to do. By the way, I see her occasionally now. She is very old, like me, old, and I occasionally meet her and we have a few words to say about the good old days when we had the library. And, of course, it is no longer connected with it. She's a very old lady.
- Q: Joseph returned, didn't he?
- Q: Yes, but he wasn't long with the city library, because he liked the work at the University better. And he found there full scope for his activities so that he was fully willing to give up the city library, too.
- Q: When Mr. Joseph took over, why did he set up the department of branches?
- Q: You see, Berkeley was spread out: there was West Berkeley a long way off, and North Berkeley a long way off, and South Berkeley. All of them were distant so that the people in those places couldn't come to the main library easily, it was too far. So we put branches in those places -- West Berkeley, North Berkeley, and South Berkeley.
- Q: How was your library able to cooperate with the public school system, such as Emerson and Hawthorne schools?

LJR: We felt that the library board and the public schools were very closely related and that we could cooperate. We felt that they would be glad to work with us when we wanted them to, and they did. They had the view that the library was important and, of course, we did too. We felt that both were connected with the city government and in that way we were closely related and therefore we could put a branch library into a schoolhouse for a time before we could get a building, and that worked out rather satisfactorily.

ARF: Wasn't there some sort of arrangement in which the library gave duplicate books to the schools?

LJR: Yes, I'll tell you. At a school they might have a particular subject that would come up. Now, let me see if I can think -- Americanization was a subject that the community in general heard a great deal about and the library wanted to be strong in that and the schools wanted to also. So, we'd loan to a particular school a set of books on Americanization and they would use them very freely and satisfactorily. And that would be better than having their people try to come to the main library for books when we knew they were interested in that subject. We could give twenty or thirty books to the teacher there to manage and they could circulate them more freely among the students than would be possible if the students were trying to come to the main library and get one book at a time on that subject.

Q: We felt that the library board and the public schools were very closely related and that we could cooperate. We felt that they would be glad to work with us when we wanted them to, and they did. They had the view that the library was important and, of course, we did too. We felt that they were concerned with the city government and so that we were closely related and therefore we could get a library into a schoolhouse for a time before we could get a building, and now we have our building satisfactorily.

Q: Wouldn't there have been some sort of arrangement in which the library gave duplicate books to the schools?

A: Yes, I'll tell you. At a school they might have a particular subject that would cover up. Now, let me see if I can think -- Americanization was a subject that the community is familiar with. A great deal about the library wanted to be strong in that and the schools wanted to also. So, we'd loan to a particular school a set of books on Americanization and they would use them very freely and satisfactorily. And that would be better than having their people try to come to the main library for books when we knew they were interested in that subject. We could give twenty or thirty books to the teacher there to handle and they could circulate them with freely among the students. It would be possible if the students were trying to come to the main library and get one book at a time on that subject.

Books

ARF: Who helped select the library books, and with what criteria?

LJR: I can give you one idea definitely there. I, myself, said to the board, "We should, as far as possible, put into our library books that have good standing as literature." I said, "A book by Emerson ranks as literature. A book by some man who bobs up with a queer novel and has never had any reputation as a literary man wouldn't be so desirable for us as books that have rank in literature -- English literature, French literature, German literature -- the most important books, the best books, books that have stood the test."

I preached that and my board accepted that and we ordered our books just as far as possible with that thought in mind that a book is important for us if it stands high in literature. If we'd had all the money in the world, you know, why we could have bought all the current novels and everything else, but I felt that the wise thing for us to do was first to put standard good literature into the library -- and that would help women's clubs, it would help schools, it would help University students. The books would have value for them. But if we put cheap novels of somewhat inferior quality in the library some people might read them for amusement, yes, but they wouldn't do as much good as works with good standing in literature.

ARF: And your library wouldn't be as good an intellectual force in the community then.

LJR: That's it.

BOOKS

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ARF: Did you ever take lists and suggestions from schools and women's clubs and teachers?

LJR: I can't remember that we did. Of course, I suppose that now and then an individual book was asked for and the librarian would say to me when I was chairman of the board, "What about that book? Do you want to buy it?" And I'd see if it came up to our standards. If it was a book having some standing in literature I'd say, "Yes, we'll order it. Put it in."

ARF: When Mr. Joekel came in as librarian did he make more of these decisions himself since he was a professional person?

LJR: Yes. He had that notion about literature that I've just been describing to you. He fell right in with that. In fact, I might say he had it himself. I had it, preached it to the board; I think you might say he had it already, yes.

ARF: Did you ever go before the city council in getting appropriations?

LJR: Yes, I went down to the city council and addressed them about the needs of the library. I went down there to their city hall and more than once I made a speech on the importance of a library in a city, and also something as to our ideals concerning the books that should be in the library. And that appealed to those men. Oh, yes, I went down and talked to them.

ARF: Who were some of the main backers of the library on the city council?

LJR: I cannot recall, now.

Q: Did you ever have it and investigate from schools and women's

clubs and libraries?

A: I can't remember what we did. Of course, I suppose that you and

then an individual book was asked for and the librarian would say

to me when I was chairman of the board, "What about that book?"

Q: Did you want to buy it? And I'd say if it came up for our atten-

tion. If it was a book which was needed in literature I'd

say, "Yes, we'll order it. Put it in."

Q: When Mr. Jackson came in as librarian did he take more of these

decisions himself since he was a professional person?

A: Yes. He had that notion about literature that I've just been

describing to you. He fell right in with that. In fact, I

might say he had it himself. I had it, presented it to the

board; I think you might say he had it already, yes.

Q: Did you ever go before the city council in getting appropriations?

A: Yes, I went down to the city council and addressed them about the

needs of the library. I went down there to their city hall and

more than once I made a speech on the importance of a library in

a city, and also something on the our ideas concerning the books

that should be in the library. And that appealed to them very

much, yes, I went down and talked to them.

Q: Who were some of the main leaders of the library on the city

council?

A: I cannot recall, now.

New Library Sought

ARF: Do you remember talking with Mr. Bertram about a gift when you visited Carnegie Corporation in New York in 1914?

LJR: Yes, the name comes right back, yes. I went to New York and I was entertained at the Century Club. Does that mean anything to you? That is the finest gentleman's club in New York City. I think it still is today, the Century Club. And I was put up as a guest. They said, "You are made a temporary member and just as long as you're here you regard this as your home." I had been staying at a hotel. And they said, "Well, come over and have your meals here and meet our men." And I had a delightful time. At that time E.E. Brown was a member. He had once been a professor of education here and then went to New York City to be a professor at Columbia University, I think it was. And I saw much of him there, then.

ARF: What was your main business in the East at this time?

LJR: I was attending an important meeting of the national university extension association and I simply combined it with a visit to Carnegie Corporation to seek funds for a new Berkeley library.

ARF: I noticed with great interest that President Wheeler took over your place on the library board in about 1921.

LJR: Oh yes, in 1921 when I was away. I traveled in Europe that year.

ARF: Did you put yourself back on the library board when you returned?

LJR: I am under the impression I did not.

New Library bought

Do you remember talking with Mr. Garrison about a gift when you

visited Carnegie Corporation in New York in 1914?

Yes, the same comes right away, yes. I went to New York and I

was entertained at the Century Club. Does that mean anything to

you? That is the finest gentleman's club in New York City. I

think it still is today, the Century Club. And I was put up as

a guest. They said, "You are made a temporary member and just

as long as you're here you remain here as your home." I had

been staying at a hotel. And they said, "Well, come over and

have your meals here and meet our men." And I had a delightful

time. At that time E. J. Brown was a member. We had once been

a professor of education here and then went to New York City

to be a professor at Columbia University, I think it was. And

I saw much of him there, then.

What was your main business in the East at this time?

I was attending an important meeting of the national university

extension association and I simply combined it with a visit to

Carnegie Corporation to seek funds for a new university library.

I noticed with great interest that President Wheeler took over

your place on the library board in about 1921.

Oh yes, in 1921 when I was away. I traveled in Europe that

year.

Did you get yourself back on the library board when you returned?

Yes, I am under the impression I did not.

ARF: After you returned there was a program that the library was starting up to furnish a particular bibliography to a person when it was requested. I wondered if you helped in any way with this.

LJR: I had the good fortune to have touch with all the departments of the University, and I used to go, say, to the department of economics and say, "What are the best new books on economics?" and they'd say, "Why, goodness, we can give you a half a dozen that we consider quite recent and very good." I'd take those and go to the library with that list.

World War I and the Military Bureau

LJR: Now, on another subject, World War I lasted from 1914 to 1918. On the first of January 1918 the University of California regents created the military bureau and they made me director of it. The duties of the bureau were to keep in touch with the United States government and to have the University of California perform anything that they could properly do to aid the government in the war situation. It was soon at work and calls were coming almost daily from Washington, D.C., asking us if we could do this or assist in that war work. That went on until the armistice on the 11th of November 1918.

ARF: Did you just have this for nine months then?

LJR: That's all.

ARF: What else did your bureau do?

LJR: Why, we wanted to give special, highly technical information

After you returned there was a program that the library was start-
ing up to furnish a particular bibliography to a person when it
was requested. I wondered if you helped in any way with this.
I had the good fortune to have lunch with all the department of
the University, and I went to the, say, to the department of econ-
nomics and say, "What are the best new books on economics?" and
they'd say, "Why, no, no, we can give you a list of books that
we consider quite recent and very good." I'd take those and go
to the library with that list.

World War I and the White House

Now, on another subject, World War I lasted from 1914 to 1918.
On the first of January 1918 the University of California requested
created the military service and they made me director of it.
The duties of the Bureau were to keep in touch with the United
States Government and to have the University of California per-
form in such a way that they could properly do so and the government
in the war situation. It was soon at work and calls were coming
almost daily from Washington, D.C., asking us if we could do
this or assist in that way. I went on until the end of
on the 15th of November 1918.

Did you just have this for nine months then?

That's all.

What else did you learn?

Well, we wanted to give special, highly confidential information

LJR: concerning certain chemical matters that were involved in the making of munitions, for instance. We did that very carefully.

ARF: Did you do that by assigning chemists?

LJR: Well, we did that by consulting the professors of chemistry at the University and putting the problems directly to them, and then having them write out whatever information the government needed on that subject. And that was sent on.

The duties of the bureau went on until the armistice and then the bureau was given up.

ARF: You had a few staff members on the military bureau, didn't you?

LJR: Oh, yes.

ARF: Can you give me a picture of your office, the procedures you used, and the people in it?

LJR: Yes, I can. I had clerks in the office and I asked them to communicate with every department in the University and put the question, "Do you in your department have any skill or any methods of work that you think might be valuable for the government in this war time?" So, I had a report from every department in the University on what they thought might possibly be of use in the war, including research and the historical side, and also the technique of conducting the subject in instruction.

concerning certain chemical matters that were involved in the making of munitions, for instance. We did not very carefully.

Did you do that by accident or deliberately?

Well, we did not by accident. The professors at Cambridge

the University was putting the problem directly in front, and

then having this with out whatever instruction the government

needed on that subject. And that was sent on.

The duties of the Bureau went on until the situation had

then the Bureau was given up.

You had a few staff members in the military bureau, didn't you?

Yes, yes.

Can you give me a picture of your office, the procedures you

used, and the people in it?

Yes, I can. I had clerks in the office and I asked them to

communicate with every department in the University and get the

question, "Do you in your department have any skill or any

methods of work that you think might be valuable for the govern-

ment in this war time?" So, I had a report from every department

in the University on what they thought might possibly be of use

in the war, including resources and the historical side, and

also the technique of conducting the subject in instruction.

DIRECTING UNIVERSITY EXTENSION, 1918-1937

Beginning Extension

Setting Up the Office

LJR: Deans Gayley, Jones, and Stephens gave attention to establishing at the University a department of the University Extension. On the 22nd of August 1918 they appointed me director of University Extension, a position that I held until 1937.

When I was appointed they said, "Now, you are just one person; you're appointed to a big job, so you ask for any assistance you need, of any kind. You'll get an office and you will need to have clerks in that office; you'll need to train them for the particular work that you want them to do." So, I developed that University Extension office which, as you know, became quite a large one.

ARF: How did this differ from Mr. Howerth's Extension?

LJR: Well, he had tried to run it practically as a one-man affair, and it went on for a little while and then just petered out. It ceased. When I was appointed the previous Extension Division had gone out of existence altogether.

ARF: Why was that?

LJR: I think that this was true because he was naturally not an executive, and he didn't have the ability to organize an office that

DIRECTOR UNIVERSITY EXTENSION, 1917-1937

Extending Extension

Setting Up the Office

- 18: Deans Dwyer, Jones, and Lawrence gave attention to establishing at the University a department of the University Extension. In the 22nd of August 1917 they appointed me director of University Extension, a position that I held until 1937.
- 19: When I was appointed they said, "Now, you are just one part; you're appointed to a big job, so you ask for any assistance you need, of any kind. I'll get an office and you will need to have clerks in that office; you'll need to train them for the particular work that you want them to do." So, I developed that University Extension office which, as you know, became quite a large one.
- 20: How did this differ from Dr. Bowditch's Extension?
- 21: Well, he had tried to run it practically as a one-man effort, and it went on for a little while and then just petered out. If I was appointed, then I was appointed the previous Extension Division coach. Had some of of assistance altogether.
- 22: Why was that?
- 23: I think that this was true because he was naturally not an executive, and he didn't have the ability to organize an office that

LJR: would create this activity of the University. He didn't have that, and I was blessed with the ability to be an executive and to get around me the kind of people I wanted to help me, to train them to carry on the work. And that's exactly what I did.

I will tell you that when I became director of the Extension Division one of the members of the faculty knew me at Michigan and of my experience as a drummer and he said, "The head of the Extension Division ought to have some business ability in organizing classes. That man Richardson had a whale of a lot of executive experience, business experience, and I think he'd make a good head of the Extension Division for a number of reasons, one of which is that he has had that large experience as a drummer. It was a business experience and he'll have business problems to handle when he is director of the Extension Division. That's why I recommend him." That was Professor Alex Lunge* who made that statement to the faculty and recommended me.

ARF: I understand that when first you took over there were problems of dispirited employees and that you applied your talents to this and smoothed everything out. How did you do this?

LJR: Well, I can only say that a good executive tries to cultivate a friendly relation with the employees rather than a cold business relation alone. Some executives do it that way, but I try to think that my relation with every employee has something of the nature of friendship in it. And I tried to build that up where I could. It varied, you know, with individuals; you have to take these people according to their qualities and work on them.

11: I would create this activity of the University. He didn't have that, and I was pleased with the ability to be an executive and to get around me the kind of people I wanted to help me, to train them to carry on the work. And that's exactly what I did.

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tive experience, business experience, and I think he'll make a good head of the Extension Division for a number of reasons, one of which is that he has had that large experience as a manager. It was a business experience and he'll have business problems to handle when he is director of the Extension Division. That's why I recommend him." That was Professor Alex Lange who made that statement to the faculty and recommended me.

12: I understand that when first you took over there were problems of classified employees and that you applied your talents to this and succeeded everywhere. Now did you do this?

13: Well, I can only say that a good executive tries to cultivate a friendly relation with the employees rather than a cold business relation alone. Some executives do it that way, but I try to think that my relation with every employee has something of the nature of friendship in it. And I tried to build that up where I could. It varied, you know, with individuals; you have to take these people according to their qualities and work on them.

ARF: This gave them more a feeling of being a part of the organization?

LJR: Yes.

ARF: Did you hire Mr. Rakestraw?

LJR: Yes, I brought him in. He was a very good man in finance, very good. He had had training in it, and he knew more about finance than I did. He was excellent in that and he served a very useful purpose in the organization. I've always felt indebted to him for a lot of things he did that really furthered the success of the organization.

ARF: What was his point of view in finance? Did he look upon Extension as a business organization?

LJR: Business. He didn't seem to be interested in the educational aspect of it. His mind was always on the business aspect of everything that he noted and worked on. He was a financier, he was a businessman; he wasn't a teacher, he wasn't a scholar.

ARF: When you were deciding financial policies did he take into account the educational policy too?

LJR: Well, I used to tell him that side of it. I presented to him that side of it. He couldn't make that out alone.

To England and Mansbridge

ARF: How did you arrive at criteria for setting up the academic program for Extension?

LJR: When I was appointed to be director of the University Extension I said to myself, "Where is adult education being carried on most successfully in the world?" And the answer to that question

115: This gave them more a feeling of being a part of the organization?

116: Yes.

117: Did you hire Mr. Jackson?

118: Yes, I brought him in. He was a very good man in finance, very

good. He had had training in it, and he knew more about finance

than I did. He was excellent in that and he served a very use-

ful purpose to the organization. I've always felt indebted to

him for a lot of things he did that really furthered the success

of the organization.

119: What was his point of view in finance? Did he have any other

view as a business organization?

120: Business. He didn't seem to be interested in the educational

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everything that he noted and worked on. He was a financier, he

was a businessman; he wasn't a teacher, he wasn't a scholar.

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account the educational policy too?

122: Well, I used to tell him that side of it. I presented to him

both side of it. He couldn't make that distinction.

To England and Cambridge

123: How did you arrive at University for setting up the academic pro-

gram for Extension?

124: When I was appointed to be director of the University Extension

I said to myself, "What is adult education being carried on

most successfully in the world?" and the answer to that question

LJR: was, without doubt, England, at that time. So I went to England and I found the man who was at the head of that work, Dr. Albert Mansbridge. And he was kind enough to give me much in the way of valuable information, and he also arranged to have me attend especially good adult education classes so that I might see how they were being conducted there. And I said to him, "I hope you will have the leisure some time to come to Berkeley and lecture to us on adult education."

"Well," he said, "I'll try to do that."

Not very long after that -- it was the 17th of January 1926 -- he came to Berkeley for a large part of a semester. And I arranged for the University to pay his transportation over and back and living expenses while he was in Berkeley.

ARF: That was quite a coup. How did you get that financed?

LJR: Oh, I came back and I told the regents that this man was the greatest man in the world in that field, and that it would be to the advantage of the University of California to get all the wisdom they could from that man. And it would cost only just a round trip ticket and a board bill and a hotel for a month; it wouldn't cost much, just traveling expenses and hotel while he was here. "Oh, that's all right, that's good," said the regents.

So he spent one month at the University of California lecturing on the methods of adult education.

ARF: What particular part of the Cambridge plan did you use in Extension here?

was, without doubt, England, at that time. So I went to England and I found the man who was at the head of that work, Mr. Albert Pennington. And he was kind enough to give me much in the way of valuable information, and he also arranged to have me attend especially good adult education classes so that I might see how they were being conducted there. And I said to him, "I hope you will have the leisure some time to come to Berkeley and lecture to us on adult education."

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What particular part of the Cambridge plan did you see in extension here?

LJR: Well, it was this: having the University stamp of approval put on to every bit of teaching that was done. I didn't just go out and get somebody to give a course in philosophy. I found a man that I thought was fitted to give a course in philosophy and then I went to the department of philosophy and I said, "Do you approve that choice?" If they said "No" I didn't take him, but if they said "Yes" I did. I got the approval of the department concerned on every bit of teaching that was done in the Extension Division. That was very, very important.

ARF: Did Cambridge have the correspondence school also?

LJR: Yes, but in a very limited way. We have in the United States developed three great centers: Columbia, Chicago, and the University of California. With these three places we are the leaders in the world in instruction by correspondence. If you go to Germany today you won't find a single university giving any correspondence courses. I do not know at the present time of any institution in Europe that gives correspondence courses except in England. I'm speaking now of proper Europe, on the Continent, outside of England. I don't know one institution, and you may be interested to know that I have a student taking one of my correspondence courses just now who is a professor at Heidelberg, and I suspect that he is taking my course in order to learn as much as he can about how we conduct them. I shouldn't be surprised if Heidelberg presently began to give some correspondence courses.

WELL, it was this: During the University years of approval, not on to every bit of teaching that was done. I didn't just go out and get somebody to give a course in philosophy. I found a man that I thought was fitted to give a course in philosophy and then I went to the department of philosophy and I said, "Do you approve this course?" If they said "Yes" I didn't have him, but if they said "No" I did. I got the approval of the department concerned on every bit of teaching that was done in the extension division. That was very, very important.

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ARF: As I understand it, Cambridge used the dons themselves for their extension courses. Is that right?

LJR: Yes.

ARF: Did they have credit courses?

LJR: No, they did not.

ARF: Theirs is all adult education -- that is, non-credit.

LJR: Yes.

ARF: Did the University of California model its Extension also on the English plan of more emphasis on humanities studies?

LJR: We took all we wanted to out of the English method. Then we made our own method. And our own method is somewhat different. Ours consists of class instruction and correspondence course instruction and that combination has worked very successfully for us, here.

Finances of Extension

Getting the Powell Street Building in San Francisco

LJR: Did you ever hear about the Extension Division building on Powell Street in San Francisco? I went over to the city just at the time that the Elks Club was giving that building up. I said to the men, "Do you know who owns that building?"

"The club owns it."

"What will you sell it for?" And they gave a sum.

"I think I'll get that money and I'd like to buy it," I said.

Q: As I understand it, Kennedy used the same themselves for their
 education courses. Is that right?

A: Yes.

Q: Did they have credit courses?

A: Yes, they did not.

Q: There is all sorts of suggestion — that it, non-credit.

A: Yes.

Q: Did the University of California model its education also on

the English plan of state payments on humanities studies?

A: We took all we wanted to out of the English system. Then we

made our own system. And our own system is somewhat different.

Q: One example of state education and curriculum courses

instruction and state examination has worked very successfully

for us, here:

Education of Education

Getting the Howell House building in San Francisco

Q: Did you ever hear about the Extension Division building in Howell

House in San Francisco? I went over to the site last of the

time that the site was given over building up. I said to

the man, "The house was given over building."

"The site was it."

"What will you sell it for?" and they gave a sum.

Q: I think I'll put that money and I'd like to say it, I said.

LJR: I immediately communicated with the regents and I said, "I want so many thousands of dollars to buy that building on Powell Street for the Extension Division." The regents gave me that whole sum, wham bang! And I went over to the city, I went to the place, and I said to the Elks Club officers, "I'm prepared to lay the cash right down on the table now; I want to buy this building." And the whole legal process was passed through whereby the building ownership was transferred to the University of California, not to me, but the University.

And the regents said, "Of course, we are glad to have you have that building and use it. Just say it's been given to the University regents."

"Gentlemen," I said, "I want to say one thing about that sum that you passed over to me. I want to pay it back to you. I will conduct the Extension Division in such a manner that every year I'll have a profit and out of that profit I'll pay something toward that building." Eventually I paid back every dollar they gave me, every dollar I paid back.

ARF: That was before you retired?

LJR: Yes, oh yes. I paid back every dollar that that building cost the regents originally. It was a good tidy sum, as you can imagine, for a building on Powell Street, a nice structure three stories high. But I bought it and, as I say, I paid back every dollar.

Now, I did that by organizing the Extension Division with a certain sum of money that was to be paid by each student for

"I immediately communicated with the Bureau and I said, 'I want
 to have thousands of dollars to pay out on bonds.
 Bonds for the Extension Division.' The Bureau gave me that
 money and, when I went over to the city, I went to
 the place, and I said to the Vice President, 'I'm interested
 to pay thousands right down on the table now; I want to pay this
 dollar.' And the Vice President was passed through the
 the dollar immediately and transferred to the University of Calif-
 fornia, not to me, but the University.
 And the Bureau said, 'Of course, we are glad to have you
 have that dollar and use it. That's my idea given to the
 University people.'
 "Continued," I said, "I want to say one thing more that you
 don't know about yet. I want to say it only to you. I will
 conduct the Extension Division in such a manner that every year
 I'll have a profit and out of that profit I'll pay something
 toward that dollar." "Wonderfully I paid back every dollar that
 gave me, every dollar I paid back.
 That was before you retired?
 Yes, on that. I paid back every dollar that was lent me.
 The Bureau originally. It was a good thing and, as you see, I
 also, for a dollar on bonds, a nice permanent source
 of money. But I found it was, as I said, I paid back every
 dollar.
 Now, I give that to the Extension Division with a
 certain sum of money that was to be paid by each station for

LJR: participating in the class, and there was always to be more income than the instructor got and that difference went into the fund for paying for that building. And I eventually paid for it. And when I sent my last payment to them I said, "That's the whole story, that's the end of it."

They said, "We wish we could have business with more professors like you, for ordinarily when they ask for money for a certain purpose they don't return it later." [Laughter]

State Appropriations for Extension

ARF: Did you have any income from the University budget?

LJR: I want to tell you that the money for the University coming from Sacramento was always selected and arranged by departments. So much for the department of economics, so much for the department of French, and so on, and there was so much for the division of adult education or the Extension Division. And I had found that after a while my predecessor had lost money, but he took money out of that bonus each year to make up. He wasn't able to make the operation pay for itself. He lost money all the time.

Well, the first thing I knew they offered me the position and I said, "I shall be glad to take that under these circumstances: I want to continue teaching some Latin, because I like that, and I'll run the Extension Division."

And they said, "There's a bonus comes every year from

participating in the class, and there was always to be more income

than the interest but that difference went into the fund

for paying for that building. And I eventually paid for it.

And when I sent my last payment to them I said, "That's the whole

story, that's the end of it."

They said, "We wish we could have business with more profes-

sors like you, for originally when they saw for money for a car-

tain Europe they had a return is better." [laughter]

State Appropriations for Education

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A: I want to tell you that the money for the University coming from

Education was always collected and arranged by department. So

much for the Department of Education, so much for the department

of French, and so on, and there was no such for the division

of adult education as the Extension Division. And I had found

that after a while my professor had lost money, but he took

money out of that fund every year to make up. He wasn't able

to make the operation pay for itself. He lost money all the

time.

Well, the first time I knew they offered me the position

and I said, "I shall be glad to take that under those circum-

stances: I want to continue working some Latin, because I like

that, and I'll run the Extension Division."

And they said, "There's a bonus every year from

LJR: Sacramento to help you pay your expenses."

"Now, you needn't bother about a bonus for me," I said to the president. "I've had business experience enough so that I can make that Extension Division pay its own way."

"Well," the president said, "don't you want that bonus at all?"

"No, I don't want it."

"Well, now," he said, "don't tell the people at Sacramento you don't want it, but when it comes I want to use it in any way that I see fit." That's how he came to use that money for engineering professors on the campus. He just used the Extension Division money that was to save me from my losses, and I made the thing pay. So, that explains it. As it went on the books at Sacramento, that Extension Division bonus came every year to the president's office and they thought they were turning it over to me, but he didn't turn one dollar over to me. The president's office used it for particular needs that arose, and the needs were numerous. Some of the needs were paying money to engineers on the faculty.

ARF: This was not for Extension's engineering department?

LJR: No. University Engineering Extension was separate from mine. I had a department in my Extension Division called the technical department that included physics, chemistry, and engineering subjects of that kind. But this money from Sacramento went to the professors in the school of engineering as their regular salary.

ARF: It was under President Campbell, I believe, that you lost your University appropriation. I gathered from this that maybe he wasn't very eager for Extension to expand. What was Campbell's attitude?

Q: I don't recall that. Now if you got that information?
 A: A letter from President Campbell requested you release your funds
 so that Extension would not draw on the University and more for
 funds. I don't know what actually happened; I thought that
 maybe Campbell wanted to concentrate the educational efforts
 more on campus.
 Q: You know, you quote me very much. When I was appointed director
 those three years said, "We'll use the legislature at discretion
 to give you a thousand dollars a year salary," and they made
 that request. And the legislature voted it. When they voted
 it they announced it. I didn't know they had carried this
 through and I said to the president, "I don't need the thousand
 dollars. I can finance all this work of good business outside
 and I don't need a dollar."
 He said, "Don't advertise the fact that you don't want it,
 but let the president's office use that thousand dollars that
 comes annually for its own purposes as it may deem fit." So I
 can't remember that we ever had any appropriation from the
 University.
 Q: This University appropriation, I think, was discontinued in
 about 1929 or 1930 in Extension's records.
 A: Well, according to my memory, and I'm sure I'm right, the
 Extension Division never used any of that thousand dollar sum.
 Q: The legislative appropriation, which was a different one, I think
 went up as high as \$50,000 a year, for a while. Now, is that
 what you turned right over to the University?

LJR: Why, I don't know about any such sum as \$50,000.

ARF: Well, perhaps this was just a system of bookkeeping that is misleading when I look at it now.

LJR: I don't know anything about such a sum.

ARF: In other words, actually, you ran on your fees?

LJR: Yes. I had Rakestraw to help me about that, for he was really a man quite talented in the field of finance. And when I wanted to do something that involved money I always talked it over with him very carefully. Take the matter of buying that Powell Street building and paying for it: he suggested getting the regents to buy it and then our giving the money back piecemeal. That was Rakestraw's idea; he was a good financier, yes.

ARF: Others tell me he was a hard worker, too. He must have been.

LJR: Oh, yes, yes.

ARF: How was he at organization in the offices?

LJR: Well, he superintended them all, you know. We had offices in Berkeley, we had an office in San Francisco, we had an office in Los Angeles, we had an office in San Diego. And he moved around and superintended all of these offices and he kept them going on a business basis, firm sound business principles everywhere. We didn't have an office in Fresno, and Fresno had its nose out of joint because we didn't have one there, I don't know just why. Rakestraw said we had better not. He said, "We'll have classes there, yes, but we'll manage them from Berkeley. We don't have to have a department at Fresno."

Q: Now, I don't know about any more than \$50,000.

A: Well, perhaps that was just a matter of bookkeeping that is all.

Q: Leading when I look at it now.

A: I don't know anything about such a thing.

Q: In other words, actually, you ran on your feet?

A: Yes. I had Raskin to help me about that. For he was really

a man quite talented in the field of finance. And when I wanted

to do something that involved money I always talked it over with

him very carefully. Take the matter of buying that Powell Street

building and paying for it: He suggested getting the amounts to

pay it and then our giving the money back piecemeal. That was

Raskin's idea; he was a good financier, yes.

Q: Others tell me he was a hard worker, too. He must have been.

A: Oh, yes, yes.

Q: How was his organization in the office?

A: Well, he supervised that all, you know. He had others in

Berkeley, we had an office in San Francisco, we had an office

in Los Angeles, we had an office in San Diego. And he moved

around and supervised all of these offices and he kept them

going on a business basis, like normal business principles every-

where. He didn't have an office in Fresno, and Fresno had its

own set of jobs because we didn't have one there, I don't

know just why. Raskin would see that Fresno was all right,

"we'll have classes there, yes, but we'll manage them from

Berkeley. We don't have to have a department at Fresno."

ARF: Did this work out well financially?

LJR: Oh, yes, yes. As I remember it, we had an office in Santa Barbara after a while, a little later.

ARF: You were also half of the summer session team, too, when the first summer session started in Los Angeles. How did these two things, summer session and Extension, help build up the Los Angeles campus?

LJR: Well, I should say just exactly in that way. Because the Extension Division was a well-organized body with Rakestraw and so forth and that work was going so successfully there it was an influence toward the University having a branch there, which later became the University of California at Los Angeles. Yes, it was the lectures and the classes given down there that had a strong influence on spreading the idea of having a branch of the University there. It worked just that way.

ARF: Did you work with Director Moore in setting up Extension there?

LJR: Yes, we conferred with him, yes. We found him an easy man to get along with. He was reasonable and helpful and we passed favors both ways to him and he to us. Informally.

ARF: But there was no direct administrative structure, was there?

LJR: No, that was just purely friendship, that was all.

Q: Did this work ever well financially?
A: Yes, yes. As I remember it, we had an office in Santa
Barbara after a while, a little later.
Q: You were also half of the money between 1900, when the
first summer session started in Los Angeles. How did these two
things, summer session and education, help build up the law
school?
A: Well, I should say that actually it did not. Because the
extension division was a well-organized body with instruction and
so forth and that work was going on successfully. There it was
an influence toward the University giving a branch there, which
later became the University of California at Los Angeles. Yes,
it was the faculty and the classes given from 1900-1901 and
a strong influence on spreading the idea of having a branch of
the University there. It worked just that way.
Q: Did you work with Simpson from the start up to the time they
left? Yes, we connected with him, yes. He found his way out to
get along with him. He was respectable and helpful and we seemed
to have both ways to him and he to us. Informally.
Q: But there was no direct administrative structure, was there?
A: No, that was just really informally, that was all.



Richardson in 1929



Ruth Loring Richardson and Leon Richardson
in San Francisco in the 1950's

Publicity for Extension

Speeches

LJR: I'd like to present a couple of things that are very important from my point of view. When I was made director of the Extension Division, adult education as connected with the university was practically unknown, and I wanted to make it know all over the state. I looked into the telephone book, yellow pages, and I found that San Francisco had something like 40 clubs -- Elks Club and those. Then I learned that every city in the state of California has clubs. And it just occurred to me that I might go to these clubs, if the arrangement was properly made, and deliver a lecture on some live topic of the day, and incidentally mention the Extension Division and adult education -- but only just a little.

A very favorite topic at that time was the tariff. I went to the department of economics and I said, "I want to have you give me the most important matter about tariffs that I can use in speeches that will be of benefit to the people of this state." They loaded me up with the tariff. I had a secretary, and I said, "Now, I'll make two speeches a week, and you arrange the dates. You communicate with clubs in cities and say, 'There is a University man who is able to come and deliver a speech on the tariff. Do you want it?'" Well, they always wanted it, because they didn't have to pay anything for it.

Priority for Extension

Speeches

UR: I'd like to present a couple of things that are very important from my point of view. I was made director of the Extension Division, adult education, connected with the University was practically unknown, and I wanted to make it known all over the state. I looked into the various books, radio books, and I found that San Francisco had a very good club -- like Club and House. I went to the club in the state of California and found that it was very good for me that I might go to these clubs, and I was very happy and properly made, and deliver a lecture and give a very good lecture, and their general position the Extension Division is very good education -- but only just a little.

A very favorite thing of mine is to give a lecture. I went to the department of education and I was very happy to have you give me the very important thing that I was very happy to have in speeches that will be very important in the future of this state. They looked me up with the tariff. I had a secretary, and I said, "Now, I'll make two speeches a week, and you arrange the dates. You communicate with clubs in cities and say, 'There is a University, and you are to come and deliver a speech in the tariff. Do you want it?' Well, they always wanted it, because they didn't have to pay anything for it.

LJR: The result was that this secretary arranged for me to deliver about two speeches a week in cities up and down California, from the very northern rim clear down to San Diego. The Extension Division had money to send me out to deliver these speeches and, as I say, incidentally I brought out a little about adult education and the Extension Division. That went on until I had really covered the state. I had made speeches in nearly every city of importance in the state. Year after year my speech-making schedule continued with as many appearances as I could possibly handle. I'd like to have you look at a certain page of the index to my diary. There is a list of the speeches that I made in that year.

ARF: This is about 1935 and there are about 24 speeches here. What topics did you use besides tariff?

LJR: Oh, very, very diverse. Sometimes I spoke on Americanism.

ARF: Was this the post-war movement, or project, encouraged by the government at that time?

LJR: Yes, and I have here a little explanation I wrote down for you. Let me read it:

To do away with particularism and to produce something like unity in political ideas, the federal and state governments at the time of World War I appointed about forty committees on Americanization. The subject involved ideal aims and activities of an American citizen. For example, teaching non-English-speaking immigrants English to elevate their minds to political freedom, to liberty, not licentiousness, with respect for the rights of others; to teach American history; to make clear American ideals; to bring employer and employee closer together; to imbue our people with hygienic and sanitary principles.

Q: The reason was that this secretary arranged for me to deliver

about two speeches a week in cities up and down California, from

the very northern rim coast down to San Diego. The Extension

Division had money to send me out to deliver these speeches and,

as I say, incidentally I brought out a little about anti-slavery

tion and the Extension Division. That went on until I had really

covered the state. I had made speeches in nearly every city of

importance in the state. Year after year my speech-making

schedule continued with my acceptance as I could possibly

handle. I'd like to have you look at a certain page of the

index to my diary. There is a list of the speeches that I made

in that year.

Q: This is about 1885 and there are about 10 speeches here. What

topics did you use on these parties?

A: Oh, very, very diverse. Sometimes I spoke on Abolitionism.

Q: Was this the post-war movement, or project, sponsored by the

Government at that time?

A: Yes, and I have been a little explanation I wrote down for you.

Let me read it:

To do away with discrimination and to produce something
 like unity in political ideas, the Federal and state
 governments at the time of World War I appointed about
 forty commissions on investigation. The subject
 involved local laws and activities of an American
 citizen. For example, teaching non-resident-owning
 immigrants denied to exercise their rights to political
 freedom, to liberty, to education, etc. The purpose
 for the rights of citizens; to teach American history;
 to make clear the American ideal; to bring together and
 establish clear standards; to inspire our people with
 patriotic and democratic principles.

LJR: On the 6th of December 1919 I spoke on Americanization to the San Francisco Commercial Club; on the 5th of February 1920 to the Berkeley chapter of the Civic League of California; on the 6th of March 1920 to the Michigan Women's Club with headquarters in San Francisco. These are merely examples of the addresses I made in this cause.

ARF: How did you decide which topic to use for each audience?

LJR: I chose my speech to fit the needs of the community. Now, here was one to the American Association of University Women in San Francisco in February of 1935. I made my subject matter suited to their needs. I never had one set speech; I modified the speech.

Now, here's a speech to the Italian students at the University. I had lived in Italy a year in 1929 and I spoke Italian at one time quite well, because when I lived in Italy I spoke Italian all the time, got around everywhere without any trouble at all.

And here, a speech to the committee on state teachers colleges at Sacramento. Well, I imagine a speech to them would not be like a speech to the Italian students. Then here was a speech to the Commercial Club in San Francisco, businessmen. I had to make my subject matter suited to their needs. And here is a speech delivered at the Congregational Church. They asked me to make an address at a meeting there. You see what I mean?

My speeches varied; you might say I never spoke twice alike.

On the 24th of December 1919 I spoke on Americanization at the San Francisco Commercial Club; on the 25th of February 1920 to the Berkeley chapter of the Civic League of California; on the 26th of March 1920 to the Italian Women's Club with headquarters in San Francisco. These are merely examples of the addresses I made in this cause.

Q: How did you decide which topic to give for each audience?
 A: I chose my speech to fit the needs of the community. Now, here was one of the American Association of University Women in San Francisco in February of 1922. I made my subject matter suited to their needs. I never had one set speech; I modified the speech.

Q: Now, here's a speech to the Italian students at the University. I had lived in Italy a year in 1919 and I spoke Italian at one time quite well, because when I lived in Italy I spoke Italian all the time, got around everywhere without any trouble at all.

And here, a speech to the committee on social sciences colleges at Sacramento. Well, I looking a speech to them would not be like a speech to the Italian audience. Then here was a speech to the Commercial Club in San Francisco, businessmen. I had to make my subject matter suited to their needs. And here is a speech delivered at the Congressional Club. They asked me to make an address at a meeting there. You see what I mean? My speeches varied; you might say I never spoke twice alike.

LJR: When I was called upon to make a speech I immediately said to myself, "What's the need of those people? What can I say that would help them?" I tried to find it. You know, I'm surprised that I was called upon to make speeches before so many, many organizations. Just look at that page.

ARF: Here in 1935 you made a speech about every three or four days.

LJR: That's just a sample. In San Francisco to the university women; here to the literature students in Berkeley High School; here visiting editors from all over the United States came to have a convention in San Francisco and they came over to see the University and they appointed me to make a speech to them when they came over there.

ARF: What did you talk about to the editors?

LJR: Well, of course I can't tell now, but I spoke on something appropriate to them. I had been, myself, editor of a paper in Ann Arbor once, a university paper.

I am surprised now, as I look back, to think how many hundred requests I had for speeches. Now, that's 22 speeches in that year, and that's the way the thing ran. I'm greatly surprised now in my old age to think that there would be a demand for so many speeches from me for organizations.

Editorials in the Press

LJR: As soon as the speeches were underway I thought, "Now, I've got something else to do." That was producing good results. The

When I was called upon to make a speech I immediately said to myself, "What's the need of those people? What can I say that would help them?" I tried to find it. You know, I'm surprised that I was called upon to make speeches before so many, many organizations. Just look at that page.

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What did you talk about to the editors? Well, of course I can't tell now, but I spoke on something appropriate to them. I had been, myself, editor of a paper in San Francisco, a university paper.

I am surprised now, as I look back, to think how many hundred requests I had for speeches. Now, that's 12 speeches in that year, and that's the way the thing ran. I'm greatly surprised now in my old age to think that there would be a demand for so many speeches from me for organizations.

Editorials in the Press

As soon as the speeches were underway I thought, "Now, I've got something else to do." That was producing good results. The

LJR: Extension Division was known and I had explained how they could have a man come and conduct a course in adult education in that city.

ARF: Were you interested in promoting your correspondence work too?

LJR: Well, anything that the Extension does. I worked that until I thought that I had just about covered the ground. Then I said, "Now, I'm going to begin to prepare editorials and send them out to the newspapers of the state. I will send out one editorial every week in a weekly sheet sent out by the University." This sheet contained new releases from the department of agriculture that would be of value to farmers, it contained Extension courses that we were about to give, and it also contained messages of one sort or another from other departments like economics that would have some relation to the public. And this sheet that went out every week, as I said, carried anything that the Extension Division wished to hand out to the public, and that meant that I had to write an editorial that the newspapers might like to print.

I was 20 years connected with the Extension Division as director. If I gave one editorial a week, in 20 years that would be 1,000 editorials. But once in a while I took a vacation, so I suppose I didn't really send out more than 900. Out of the 900 I selected a few and put them into a little book called Arrows and Driftwood. "Arrows" is a name for people who go knowingly toward their goal; "driftwood" is

Extension Division was known and I had explained how they could have a man come and conduct a course in adult education in that city.

Now you interested in promoting your correspondence work too? Well, anything that the Extension does. I worked that until I thought that I had just about covered the ground. Then I said,

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every week in a weekly paper sent out by the Extension."

This short campaign has resulted from the daydream of editorial

columns that would be of value to farmers. It contained Extension

columns that we were about to give, and it also contained

reference of one sort or another from other departments like

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Out of the 900 I selected a few and put them into a little

book called Editorials and Difficulties. "Editorials" is a name for

people who go around telling their tales; "difficulties" is

LJR: people that don't pay any attention to a goal whatever. And one of the objects of the Extension Division was to awaken people to the desirability of having a goal toward which they are moving. I'd like to read you one brief message that I sent out on many occasions:

To live in the temper and spirit of a learner, open-minded, unwarped in judgment, free as far as light permits from delusions, eager to explore and inquire, quick to give up a confused idea and so gain a higher outlook, striving steadily to improve and to grow -- these are watchwords of a person who is striving to advance his intellectual life.

That's one sample. I'd like to give you another sample. Sometimes they were short like these; sometimes they were much longer. This one is "Meet Your Opportunities Half-way."

There are innumerable situations in life where a man gets his entertainment by sitting passively and receiving impressions; he goes to the opera, without informing himself beforehand about the music, the composer, or the book; he goes to a motion picture show, sits, and receives what comes; he listens to a lecture, without reading anything beforehand about the subject or following it up afterwards with discussions; he goes on a journey, without first laying hold on the history needed to understand the countries he is to visit. A man should, whenever possible, prepare himself duly for significant experiences. He should do his part as hearer, as beholder, in order to comprehend and appreciate. By so doing he will not pass through life as a blank.

Now, I suppose my editorials, those 900, are in existence somewhere in those sheets, filed somewhere in the University. But I selected about 20 of them and put them into this little book called Arrows and Driftwood. It may still be had; copies are available now at the Extension Division office. We had a large edition got out and this was first printed in 1935, but

people that don't pay any attention to a goal whatever. And one of the objects of the Education Division was to awaken people to the desirability of having a goal toward which they are striving. I'd like to read you one brief message that I sent out on many

occasions:
To live in the tempo and spirit of a learner, open-minded, hungry for knowledge, free as the air, light permits from delusions, eager to explore and inquire, quick to give up a cherished idea and to gain a new outlook, striving steadily to improve and to grow -- these are essentials of a person who is striving to advance his intellectual life.

That's one sample. I'd like to give you another sample. Sometimes they were short like these; sometimes they were much longer. This one is "Meet Your Opportunity Half-way."

There are innumerable situations in life where a man gets his entertainment by sitting passively and receiving information; he goes to the opera, without informing himself beforehand about the music, the composer, or the book; he goes to a motion picture show, and receives what comes; he listens to a lecture, without reading anything beforehand about the subject or following it up afterwards with discussion; he goes on a journey, without first laying hold on the history needed to understand the countries he is to visit. A man should, whenever possible, prepare himself daily for significant experiences. He should be his own teacher, his own scholar, in order to comprehend and appreciate. By no means he will not pass through life as a blank.

Now, I suppose my materials, those 300, are in existence somewhere in those stacks, filed somewhere in the University. But I selected about 50 of them and put them into this little book called Errors and Omissions. It may still be bad; maybe it's available now at the Education Division office. We have a large edition put out and this was first printed in 1935, but

- LJR: there were other printings later and so you can get a copy of this Arrows and Driftwood there.
- ARF: Did you pass this out to Extension students also?
- LJR: I sent this mainly to newspapers, because I wanted to get the kind of publicity that they would give, and I didn't ordinarily give it to students. I did in some cases -- very bright students -- but as a rule it went largely to newspapers.
- ARF: Did you have any kind of editorial centered about a particular field of knowledge?
- LJR: Yes. Sometimes my secretary would inform me that there was a club that had some athletic interest, and if I had an athletic interest to speak on they'd like it. I had worked up an article earlier in my life on "The Art of Walking." In walking, when the shoulders go this way, the hips must go just in the opposite direction. When my shoulders go that way my hips must go the other way, and that's the way to walk. And the feet must be pointed straight ahead, not out.
- ARF: And this was the topic, then, that you used to interest the athletically-inclined organizations?
- LJR: Yes. I want to emphasize that, to say that in starting the Extension Division and making adult education known in the state I used the speeches before clubs and I used the editorials in the newspapers, and in that way covered the whole state. And Extension really became widely-known and widely-practiced. We began to have demands for classes in cities. When I began, if I had stopped a man on the street and said to him, "Are you

there were other printing later and so you can get a copy of

this series and original texts.

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kind of publicity that they would give, and I didn't ordinarily

give it to students. I did in some cases -- very bright students

-- but as a rule it went largely to newspapers.

Did you have any kind of editorial control about a particular

kind of knowledge?

Yes. Sometimes my secretary would inform me that there was a

club that had some scientific interest, and if I had an scientific

interest to speak on they'd like it. I had worked up an article

earlier in my life on "The Art of Walking." In walking, when

the shoulders go this way, the hips must go just in the opposite

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Extension really became widely-known and widely-practiced. We

began to have accounts for classes in cities. When I began, it

I had stopped a man on the street and said to him, "Are you

LJR: interested in adult education?" he would have said, "Are you crazy? What are you talking about?" He wouldn't have known what in the world I was driving at. He might have thought I was a pickpocket or someone who was trying to stop him and engage him in conversation. [Laughter] The lectures and the editorials had a great deal to do with the building-up of the work of the University.

ARF: Did you start the sale of classes wholesale to banks and other types of organizations, as training programs?

LJR: Oh, yes, indeed we did. And that was one thing that was an outcome of these lectures and editorials that I speak of, yes.

One other thing, I didn't want to have any course given by my Extension Division that had not been approved by the corresponding department on the campus. I wanted that. That aided the publicity greatly. I could say, "Here's a course in political science which I want to offer to the public, and that course has been approved by the department of political science on the campus." That was publicity. I used it all the time. I did get the approval of the corresponding department on campus every time for anything. If I gave a course in mathematics I got the approval of the department of mathematics before I set going the arrangement for its being given.

ARF: I'd like to sound you out on one thing. Do you think that it's really more difficult to direct one's life now than it was in the thirties when you wrote those essays on "arrows" and "driftwood?"

interested in adult education? He would have said, "Are you
 crazy? What are you talking about?" He wouldn't have known
 what in the world I was driving at. He might have thought I
 was a physicist or someone who was trying to keep him and
 someone else in conversation. [Laughter] The lecturer and the
 editorialist had a great deal to do with the building-up of the
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 types of organizations, as training programs?

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I'd like to sound you out on one thing. Do you think that it's
 really more difficult to direct one's life now than it was in
 the thirties when you wrote those essays on "arrows" and
 "driftwood"?

LJR: Yes, I do decidedly, because the world is far more complex. It is, on the other hand, richer in opportunities. But it is far more complex, and I have found with these students that the average person doesn't know just how to select his goals. He needs help and guidance. You see, a woman from my correspondence course writes: "I'm sorry to be so near through with the course and I'm grateful to you for guiding the course along so many interesting paths. I am a far more alert person for it."

ARF: Perhaps finding one's own "interesting paths" is no longer a task for the layman.

Extension Advisory Board and Course Credit

ARF: I was under the impression that later on when Professor Armin O. Leuschner was head of the advisory board for Extension Division that he wanted more of a University criterion for curricula without much regard for public demand.

LJR: I see what you are driving at, and we did have an advisory committee appointed at my request. And whenever I organized any class I sent the outline of it to them to see if they approved it. And if they didn't approve it, I didn't offer it. But as a rule they did approve it and sometimes would give me some further suggestions as to where I'd get expert opinion on that particular theme.

ARF: Director Howerth didn't have an advisory committee, did he?

Yes, I am decidedly, because the word is far more cogent. It is, on the other hand, rather inopportune. But it is far more explicit, and I have found with these students that the average person doesn't know what he is talking about. He needs help and guidance. The way, I would have by correspondence course and I'm getting to you for finding the course alone no more course either. It's easy to be so near through with the many interesting points. I am a far more alert person for it. Perhaps finally one's own "intentional error" is no longer a test for the learner.

Extension Activity and Career Credit

I was under the impression that later on when treatment again U. Langerman was head of the advisory board for Extension Division that he wanted more of a University relation for credit without much regard for credit demand. I am sure you are familiar with it, and we have an advisory committee appointed at my request. And whenever I organized my class I used the outline of it to try to see if they approved it. And if they didn't approve it, I didn't offer it. But as a rule they did approve it and sometimes would give me some further suggestions as to what I'd better expect opinion on that particular point. Director Henshaw didn't give me any credit, did he?

LJR: No, he worked alone, and he worked for several years thinking he could do it all alone without a University committee. He didn't ask anybody's consent when he tried to organize a class; he just went ahead and did it himself. But in that way he got into trouble because he would now and then organize a class and try to give it when the University didn't approve of it. He hadn't asked anybody any questions. So his work did not find favor, and finally he had to quit altogether. So that there was a period between the time when he stopped and the time when I began that was vacant there. So that when I was appointed by those three deans, you know, there had been quite a little period in which there had been nothing done. And so I started, you might say, from the beginning.

ARF: I see. And then this committee was your first group to either approve or disapprove of courses?

LJR: Yes.

ARF: Who approved or disapproved the courses that Howerth instituted? Was it the president?

LJR: Nobody, no, nobody. He did it alone, entirely alone.

ARF: You mentioned the University didn't approve of some of his courses. You just mean that this was a sort of consensus of opinion?

LJR: That's it; the men on the faculty would hear about his giving a particular course which they thought was not well-advised and there would be talk against it. Informal talk, it wasn't organized, just talk against it.

ARF: Were any of his courses given for credit?

Q: No, he worked alone, and he worked for several years, didn't he?

A: He could do it all alone without a University committee. He didn't

ask anybody's consent when he tried to organize a class; he just

went ahead and did it himself. But in that way he got into

trouble because he would now and then organize a class and try

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particular course which they thought was not well-balanced and

there would be talk against it. Informal talk, it wasn't organ-

ized, just talk against it.

Q: Were any of his courses given for credit?

- LJR: I don't recall.
- ARF: But some of yours were from the beginning, weren't they?
- LJR: Yes, divided always in two classes, some for credit, some not.
- ARF: The University Extension advisory board always settled that.
- LJR: When I went to them to approve the course they always told me whether it was to be for credit or not for credit.
- ARF: What committee was it that started the big change, the complete overhauling of all Extension courses and the numberings XB and XL begun, with new criteria for awarding credit toward degrees and teacher certification? What started that?
- LJR: Why, it came very soon after I began my service as director, because that's one of my ideas. I advocated that right away.
- ARF: To get a definite system of accreditation, is that it?
- LJR: Yes.
- ARF: Did Professor Leuschner have a favorable attitude about Extension?
- LJR: Yes.
- ARF: And he worked for getting credit assigned for Extension courses around 1930, I believe.
- LJR: Yes.
- ARF: Did Loewenberg and Washburn of the academic senate's committee on courses have the same enthusiasm for assigning credit to Extension courses?
- LJR: Well, now, the word "enthusiasm" is not quite right. They were ... "reasonable"; I would always feel they had an argument that was good for anything they approved or didn't approve. They had an argument. And I felt they were reasonable; I always felt

Q: I don't recall.

A: But some of your work from the beginning, weren't they?

Q: Yes, divided along in two classes, some for credit, some not.

A: The University Extension advisory board always advised that.

Q: When I want to know to approve the course they always told me

whether it was to be for credit or not for credit.

Q: What committee was it that started the big change, the complete

overhauling of all Extension courses and the numbering in and

XL began, with new criteria for awarding credit toward degrees

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A: Well, it came very soon after I began to serve as director,

because that's one of my ideas. I advocated that right away.

Q: To get a definite system of accreditation, is that it?

A: Yes.

Q: Did Professor Leachman have a favorable attitude about Extension?

A: Yes.

Q: And he worked for setting credit assigned for Extension courses

around 1930, I believe.

A: Yes.

Q: Did Lowmeyer and Kephart of the academic senate's committee

on courses have the same enthusiasm for extending credit to

Extension courses?

Q: Well, now, the word "enthusiasm" is not quite right. They were

... "reasonable"; I would always feel that an argument for

was good for anything they wanted or didn't want. They

had an argument. And I felt they were reasonable; I always felt

LJR: there was no prejudice there, but they were just trying to do their job well, and that's why they said "yes" to some things and "no" to others, and I always felt that we could go by that.

ARF: Did you feel fortunate, then, that they were the ones on the committee at that time?

LJR: Yes, I did.

ARF: What about Professor Fay?

LJR: Fay? Yes, Percival Bradshaw Fay, that's his full name. May I tell you a story in that connection?

ARF: Please do.

LJR: Percival Bradshaw Fay was born in a family that lived in Washington, D.C., and when he was about 18 years old I was east with my wife and we went to call on Percival's father and mother, whom I had known. And when we were there, Mr. and Mrs. Fay, his mother and father, invited my wife and me to come and have dinner. We went, and as the dinner was announced I walked over and pulled out a chair to seat my wife. Percival looked at that, and he told me years afterwards that he never would forget that moment. He said, "It's the first time in my life I ever saw a man pull a chair out and seat a lady at a dining table, and it impressed me forever." And here in Berkeley, when he was quite a mature man and had been teaching quite a while, he would now and then allude to that call at the home of his father and mother where I seated my wife at dinner by pulling out a chair and seating her.

ARF: When Mr. Fay came to the West Coast was it equally uncereemonious in its etiquette?

11: There was no prejudice there, but they were just trying to do
 12: their job well, and that's why they said "yes" to some things
 13: and "no" to others, and I always felt that we could go by that.
 14: Did you feel fortunate, then, that they were the ones on the
 15: committee at that time?

16: Yes, I did.

17: What about Professor Fay?

18: Yes, I know Professor Fay, that's his full name. May I

19: tell you a story in that connection?

20: Please do.

21: Percival Gresham Fay was born in a family that lived in Washing-

22: ton, D.C., and when he was about 18 years old I was with him

23: and we went to call on Percival's father and mother, who

24: I had known. And when we were there, Mr. and Mrs. Fay, his

25: mother and father, invited my wife and me to come and have din-

26: ner. We went, and on the dinner was announced I walked over and

27: pulled out a chair to seat my wife. Percival looked at that,

28: and he told me years afterwards that he never would forget that

29: moment. He said, "It's the first time in my life I ever saw a

30: man pull a chair out and seat a lady at a dining table, and it

31: impressed me forever." And here in Berkeley, when he was quite

32: a mature man and had been teaching quite a while, he would now

33: and then slide by that hall at the house of his father and mother

34: where I seated my wife at dinner by pulling out a chair and

35: seating her.

36: After Mr. Fay went to the West Coast and it was his understanding

37: in the situation?

LJR: I think it was about the same as it is now.

ARF: I was trying to pin this difference on your New England upbringing.

[Laughter]

Well, back to Berkeley... What sort of backing did you get from vice-president Deutsch and before him from vice-president Hart for giving University credit for Extension courses?

LJR: Hart was a little less enthusiastic than Deutsch. Deutsch was thoroughly communicative and accommodating. Hart would often argue and wait for a thorough rebuttal on a subject before he would say "yes" or "no." Hart, by the way, is still living.

ARF: Yes. I wonder if you could clear up something for me. Now, Hart and Deutsch were both on the faculty at a time just before you arranged credit for Extension courses. Was there a short period there in which the University Bulletin allowed no announcement of credit for Extension courses? This was 1929, I think.

LJR: Oh yes, that is true. At first we were feeling our way -- we had never had an Extension Division; I mean, as far as I was concerned it was a new thing, and I, for one, was feeling my way. I got some suggestions from the East and some suggestions from that wonderful man in England, Dr. Mansbridge. Those things didn't come suddenly. They came as the result of little experiences that led up to them. That's the way that was done.

ARF: Then, historically, you wouldn't say that this period of no accreditation was a crisis?

LJR: No. We were trying to work without making any mistakes. That

13: I think it was about the same as it is now.

14: I was trying to give him this difference on your New England upbringing.

[Laughter]

15: Well, back to yesterday... What sort of reaction did you get

from vice-president Deutsch and before him from vice-president

Hart for giving University credit for Extension courses?

16: Hart was a little less enthusiastic than Deutsch. Deutsch was

thoroughly conservative and noncommittal. Hart would often

argue and wait for a favorable report on a subject before he

would say "yes" or "no." Hart, by the way, is still living.

17: Yes. I wonder if you could clear up something for me. Now, Hart

and Deutsch were both on the faculty at a time just before you

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some suggestions from the East and some suggestions from that

generalized man in England, Dr. Wedderburn. Those things didn't

come suddenly. They came as the result of little experiences

that led up to them. That's the way that was done.

19: Then, historically, you wouldn't say that this period of no

accreditation was a crisis?

20: No. We were trying to work without making any mistakes. That

LJR: was our feeling. And therefore we didn't want to overdo anything right at the beginning. We wanted to work gradually toward certain goals, and in that period we were working toward that. We were experimenting and working toward it.

ARF: Why, then, was credit withdrawn for a short time?

LJR: Withdrawn from Extension courses? I can't remember that. I don't know why. I believe I was in Europe at the time -- 1929.

ARF: It was a very short period. I was just wondering if this was an ulcer-producing situation or whether it was just an adjustment.

LJR: Well, I've got a stack of these papers that are urgent and that I ought to get to. Now, for the next session, what is your best day, September 8th? [Reading from his calendar] Quintilian was born on that day, I was elected on that day to the Commonwealth Club in San Francisco, and I arrived in Berkeley in 1891 on that day. Coffee was introduced into Vienna in 1683 on that day. You can see September 8th right straight through the years on my calendar.

ARF: How do you compile these dates, Professor Richardson?

LJR: From my diary. I've kept that diary since I was 14 years old and I take these events out of my diary and when I get them on the calendar, why, each year I copy these all out on the new calendar, you see. I don't throw away the page each month. I file it so I can copy it on the proper page of next year's calendar.

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alarm-producing situation or whether it was just an adjustment.

Well, I've got a stack of those papers that are urgent and that

I ought to get to. Now, for the next session, what is your last

day, September 28th? [Reading from his calendar] September

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wealth Club in San Francisco, and I arrived in Berkeley in 1901

on that day. Coffee was introduced into Vienna in 1683 on that

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file it so I can copy it on the proper page of next year's

calendar.

Technical Department in Extension

ARF: I believe that almost from the beginning you had a department called Extension's technical department.

LJR: Oh, yes, that was a department that included physics, chemistry, and engineering subjects of that kind in a group. I had a man in charge of that who was a capable engineer, and I wanted to make him feel that there was an organization that he headed, and that was it. It was that group of Extension Division courses that had to do with physics, chemistry, and engineering. We didn't have an agriculture department, but we did have physics, chemistry, and engineering subjects, yes.

Early Radio

ARF: I notice that they did quite a lot of work in the early twenties in radio technology and even were building a radio-telephone station. Did Extension ever use that station after they built it?

LJR: Yes. I can't remember details about it. It was used solely for publicity purposes, but it served. In addition to the newspapers it was very effective.

ARF: "Solely for publicity" -- do you mean just one big commercial, or did you have programs?

LJR: Oh, we described courses by that means, so the public could be informed concerning them. For example, we offered a course in physics. Then, through this medium of radio, we set forth a

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informed concerning them. For example, we offered a course in

physics. Then, through this medium of radio, we set forth a

LJR: statement as to just how far that course would go in physics, what kind of physics it would be -- that is to say, whether it's high school physics or university physics -- and just the area in which that work was carried on.

ARF: I notice that it did have really a pretty wide area in which it could be picked up and could cover quite a few people in that way.

LJR: Yes, we did, that is true.

ARF: The engineer in charge of building it wrote that he supposed he'd have to be the announcer. [Laughter] Was he?

LJR: I think he was, yes.

Curriculum

ARF: Exactly what did the technical department include in its curriculum?

LJR: It was generally described as pure science. That differs from practical science. For example, surveying is not pure science, that is practical science, so we didn't give a course in surveying. We gave courses on the higher planes of science not having practical bearing -- physics, chemistry.

ARF: I noticed the one applied course you had was in auto mechanics. Was it due to a lot of pressure for that kind of course?

LJR: Yes, it was. The corresponding engineering department on the campus approved that; they thought the publicity that would come about through the Extension Division giving it would react favorably on their departments. They were thinking about getting an

- MR: statement as to just how far that course would go in physics, what kind of physics it would be -- that is to say, whether it's high school physics or university physics -- and just the area in which that work was carried on.
- MR: I notice that it did have really a pretty wide area in which it could be picked up and could cover quite a few people in that way.
- MR: Yes, we did, that is true.
- MR: The chairman in charge of building it would have supposed he'd have to be the spokesman. [Laughter] Was not?
- MR: I think he was, yes.

Curriculum

- MR: Exactly what did the technical department include in its curriculum?
- MR: It was generally described as pure science. But different from practical science. For example, surveying is not pure science, that is practical science, so we didn't take a course in surveying. We gave courses on the higher planes of science but having practical bearing -- physics, chemistry.
- MR: I noticed the new physics course you had was in wave mechanics. Was it due to a lot of pressure for that kind of course?
- MR: Yes, it was. The corresponding engineering department on the campus approved that; they thought the publicly said would come about through the Extension Division giving it would reach favorably on their department. They were thinking about getting an

LJR: appropriation at Sacramento for their department, and they thought it would help there. That was the subtle meaning right under that statement.

Labor Education

Starting Extension's Department of Labor Education

ARF: How did labor education get its start in Extension?

LJR: Always, if we could do anything of that kind, we brought it to the attention of the faculty, and if it were approved, why, the Extension Division would work for that particular thing. We never had any trouble with that because what we tried to get the labor union people to do as a result of this was be loyal to the government and have a good American spirit in everything they did.

ARF: Was the young man who headed labor education Mr. J. L. Kerchin?

LJR: Yes, it was. He had worked with the labor movement before I had appointed him, so he had preparation for it in that way.

ARF: What sort of academic background did he have?

LJR: Fair. He was a graduate of the University, as I remember it now. He had an A.B. degree.

ARF: How did you go about finding a man like Mr. Kerchin?

LJR: I did that sort of thing by extensive inquiry. I went to people that had public spirit and wide acquaintance and I'd present my idea and say, "Can you help me find just the right individual?"

...attribution of Government for their support, and they thought
it would help them. That was the only reason right now that
statement.

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that had public spirit and wide acquaintance and I present my
idea and say, "Can you help me find just the right individual?"

LJR: That's the way I found Mr. Kerchin. I went around asking significant people, capable people.

ARF: Such as Mr. Paul Scharrenberg?

LJR: Yes. I went around asking them and finally found what I thought was the right man, and I went to him and invited him to join us.

ARF: Had Mr. Kerchin's work before this been in organizing labor?

LJR: No, no. He was merely interested. He had not been actively engaged in any work of that kind. Merely sympathetic and interested is all.

ARF: Apparently he started out with the idea of bringing to this University Extension something like the plan in England of the Worker's Education Association.

LJR: Yes, but as a matter of fact it was impossible for us to duplicate that English system here. It didn't fit in our government. You see, in England they have a different type of government, it's a monarchy, and the monarchy doesn't rule in a very specific way but only by general influence. It is Parliament that rules there; they make the laws. The labor organization there attempts to keep in touch with Parliament and they don't go to the King in order to get him to help them. They acquaint Parliament with anything they wish to have done; they work systematically. But you couldn't expect us to get up an organization that would go to Congress and request personally that they help us out. We do things through the public press, the whole people coming to have certain ideas. Then Congress acts, but Congress doesn't ordinarily act as a result

That's the way I found Mr. Kersch. I went around making acquaintances
 and people, people people.
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 request generally that they help us out. We do things through
 the public press, the whole people coming to have certain ideas.
 Then Congress acts, but Congress doesn't actually act as a result

LJR: of specific requests from individuals. It acts on the basis of the public spirit, the public feeling about matters.

ARF: Does this imply that your system here was more interested in educating not only the laboring man but the non-laboring man about labor?

LJR: Yes.

ARF: Whereas in England it was more interested in educating the laboring man in the field of arts and literature, and applying pressure directly on Parliament.

LJR: Yes. That's true, that's it, you have it there.

ARF: Is that why he changed the name from worker's education to labor education?

LJR: Yes. They were apprehensive that the law that I proposed, mainly encouraging the laboring man to get a good education. They were Education for Workers in a Democracy.

ARF: I noticed in the annual reports that labor education here seemed to change gradually with the years, from more academic subjects such as the theory of labor economics to subjects more practical to a working man.

LJR: Yes. I used to emphasize this idea that any group, like the labor group, would benefit by having men of sound education, and that it is desirable that labor leaders should have good thorough educations. They would then understand the fundamental principles of democracy and not be led astray to do things that were, you might say, crazy. I emphasized very much the importance of sound

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of democracy and not be led astray to do things that were, you

might say, crazy. I emphasize very much the importance of sound

LJR: education among them.

ARF: By sound education, what did you have in mind?

LJR: I meant just what you get when you go through our school system; that is to say, up to graduation from the high school. Many of those laborers didn't have that, and I felt that if they could go to the point even of graduation from high school they would be likely to have better ideas about our country and the nature of its government, for they teach that in the high schools. And then they would be in a better position to build their own organization in a sound, wholesome way.

ARF: How did this fit in with the general aims and objectives of the faculty advisory committee for the Extension Division?

LJR: Well, they were sympathetic with the idea that I presented, namely, encouraging the laboring men to get a good education. They were sympathetic with that. And they never objected at all to anything that I was doing. Of course, I presented to them always at the monthly meetings what I was trying to do and my plans, and they were able to criticize or to give me help as they saw fit. They were very cooperative; they very seldom found it was necessary to restrain me from something that I wanted to do -- very seldom. I was, myself, a member of the faculty, so I understood their point of view, and the things that I tried to do, as a rule, were things they would like to have done, you see.

ARF: In other words, they approved of your educating the worker, even though this meant going below college level; they had no objections to this, you mean?

education again, even.

By sound education, what did you have in mind?

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though this meant going down college level; they had no objec-

tions to this, you mean?

LJR: No.

ARF: I noticed that Paul Scharrenberg was on this joint committee for labor education, with Paul Taylor, Ira B. Cross, W. Mullen, and Jessica Peixotto.

LJR: He was, yes.

ARF: He was a very colorful man, wasn't he?

LJR: Oh, he was a very intelligent man. And I found him a kind of man I could get along with beautifully. His ideas were not different from mine fundamentally, but he was sympathetic with what I was trying to do. He was a man of good education and lots of common sense -- lots of it, yes. And that goes a long way. You know some men, in their devotion to a cause, will develop eccentricities. Paul Scharrenberg didn't have that; he had his strong desire to do a good work, and he worked, I always felt, rationally, not through emotion. He wasn't the emotional kind of a man at all; he didn't work through emotion. He had loyalty to a cause, but that's different from emotion, which will often lead people to do eccentric things. He wasn't that type of man. He had common sense and good general training and high ideals. So that I found I could work with him and very happily and sympathetically.

ARF: He was able to see the academic side of this, too?

LJR: Yes.

ARF: When Extensions' department of labor education went under the American Federation of Labor out here was that through the efforts of Mr. Scharrenberg?

of Mr. Schattschneider?

MR. SCHATTSCHEIDER: When Expansion/department of labor education went under the American Federation of Labor our data was that through the years

MR. YES.

MR. YES: He was able to see the economic side of this, too?

MR. YES.

MR. YES: On that I found I could work with him and very happily and agree-

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MR. YES: I noticed that Paul Schattschneider was on this joint committee for

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MR. YES.

LJR: No, I think that came in another way. I don't think I know just what the origin of that was.

ARF: It seemed to be quite advantageous to Extension's labor education because the AFofL more or less took over the financing of it.

LJR: Yes.

ARF: I was wondering if it made any difference in the way it was run, or in the voice that you had.

LJR: I should say not, no.

ARF: This labor education went on right through the depression, didn't it?

LJR: Oh yes, right along, yes.

Labor Education and Communism

ARF: In your labor education how did you attack the unemployment problem and the unrest of the workers with the corresponding increase in the activity of the Communist Party?

LJR: We were sympathetic with the WPA. Do you know what that is?

ARF: Oh, yes.

LJR: Well, that seemed to be the way to give help that did real good and that didn't result in anything that was eccentric. It was found; we liked the WPA method of attacking that. I always felt that one of the good results of the WPA was that this nation, as a result of that activity, became better equipped to cope with difficult crises that might arise in the future.

ARF: I was wondering how you handled criticism and accusations of

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that one of the good results of the CPA was that this nation, as

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difficult crises that might arise in the future.

RF: I was wondering how you handled criticism and accusations of

ARF: radicalism which the press -- or any critics -- hurled at you. You must have had to face this.

LJR: We did. We didn't favor socialism; we favored a mode of education that would bring the men to a rational view of society, and that included among other things loyalty to our government. Loyalty, not enemies. The workers might disagree about certain things that the government was doing, or standing for, but they were not of a mind to try to revolutionize in a bad way. That was frowned upon. They must get their things done by convincing the majority of the people that a certain thing was right and bringing about change in harmony with the principles of democracy.

ARF: When you were questioned about this by a reporter, or by an anxious alumnus, how did you answer them?

LJR: Well, I tried to put to them that there were certain ideals that we were working for, and those ideals had been approved by the faculty committee -- I presented all that to them and I had their support in the way I handled those cases.

ARF: This approval was by your advisory committee?

LJR: Yes.

ARF: In Extension's files I read a mimeographed letter which a communist had written as a follow-up after a summer labor workshop of yours where they apparently had been rather frustrated in their attempt to gain any converts. He openly identified his group as communist.

LJR: Yes. We took the view, always, that if anybody had an idea to present we were perfectly willing to have it presented. We didn't want them to feel there was any kind of idea we weren't willing to

radicalism which the press -- or any critics -- hailed as you.

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LJR: consider. So that's why those communists were allowed to speak in our meetings, and we didn't frown on them at all; we thought we could present the purely democratic ideal at that same time and save the situation -- not let the communists run away with us.

ARF: In choosing your teachers for this it seems that you would be interested in getting someone who not only had a thorough grounding in the subject matter and its implications, but also someone with ability to approach these more volatile issues with some degree of grace and ingenuity.

LJR: Well, it was true that whenever I picked out a teacher for a particular subject I acquainted myself thoroughly with that person's training and education beforehand, and if he had any fads I wanted to know what they were beforehand. We didn't approve teachers with dangerous fads; we were fully willing that people should present ideas and let them stand or fall on their merits. That was our ideal. Let them present. And those ideas must be so handled by us that they stood or fell on their merits.

ARF: Were the radical ideas that you speak of presented by your teachers and group leaders, or were these usually brought in from outside?

LJR: Both. We took people from both sources for our teaching, yes. Oh yes, both sources. I always considered that that was one of the marks of our liberality.

ARF: Did you have any trouble with legislative investigation?

LJR: No, I can't remember that we did at all. I don't remember any case.

ARF: How did Mr. Kerchin go about handling the classes of laboring

considered. So that's why those communists were allowed to speak in our meetings, and we didn't throw them out at all; we thought we could present the purely democratic ideal at that same time and save the situation -- not let the communists run away with us.

Q: In choosing your teachers for this it seems that you would be interested in getting someone who not only had a thorough training in the subject matter and its implications, but also someone with ability to approach those more volatile issues with some degree of grace and intellect.

A: Well, it was true that whenever I picked out a teacher for a particular subject I requested myself thoroughly with that person's training and education background, and it was not any less I wanted to know what they were determined to do. I didn't approve teachers who were dangerous to us; we were fully willing that people should present ideas and let them stand or fall on their merits. That was all ideal. Let them present. And those ideas must be so handled by us that they stood or fell on their merits. Were the radical ideas that you speak of presented by your teachers and group leaders, or were these usually brought in from outside? Both. We took people from both sources for our teachers, too. Oh yes, both sources. I always considered that that was one of the merits of our intellect.

Q: Did you have any intensive legislative investigation? A: No, I can't remember that we did at all. I don't remember any more. How did Mr. Garvin do about handling the classes of learning?

ARF: people in which there were always interspersed some very highly educated people too?

LJR: Well, he used discussion very extensively in his teaching, I remember that. He liked that mode of developing a subject and conveying it to people. He called it the discussion method; now we call it the "forum method," but we didn't have that term then.

Labor Education Gains National Attention

ARF: Did you teach any labor classes?

LJR: No. You see, I didn't teach any classes because I lectured to clubs all the time. I lectured -- mercy, two or three times a week I delivered lectures! -- and I traveled. Well, now, look at these Americanization lectures. That's only one sample, and then I lectured a great deal on the importance of adult education.

ARF: This led you, then, into your position of leadership in the whole adult education movement.

LJR: Yes. I was president one term of a United States Organization, the Adult Education Association.

ARF: You brought these ideas from California into the national picture?

LJR: Yes. I attended the national meetings every year. The discussions were very good when the directors from, oh, 20 extension divisions of all the universities would come together. Our discussions were extremely interesting and very valuable. We guided one another.

ARF: I believe you were, one year, head of their labor education committee. Was labor education a new thing to them?

LJR: Yes, it was, decidedly. Oh, yes, at that time it was considered

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Labor Education Union National Association

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Yes, I attended the national meeting every year. The discussions

were very good when the directors from all 50 extension divisions

of all the universities would come together. Our discussions were

extremely interesting and very valuable. He guided me another.

I believe you were, one year, head of Adult Education for

Illinois. Was labor education a new thing to them?

Yes, it was, decidedly. Yes, yes, at that time it was considered

LJR: to be the first time it had ever been taken up in that way in this country. Oh, yes, it was brand new then, and some people were leery of it just because of the name, labor.

ARF: They were afraid it was pink?

LJR: Yes, they were afraid. They thought there must be something bad down deep underneath there, so that it took very careful argument and presentation to get the real principles of sound labor education understood.

ARF: In the national association were you able to trace your ideas on labor education to see if they were carried to fruition in any other university?

LJR: Yes, well in our national meetings we had general discussion of everything that was of interest to us. Any man could bring up any subject for discussion in those national meetings, and in that way labor education received a good deal of attention. Beginning right at that time, it was a new subject in the country.

When we began, people thought in general of labor as a political party, a group of laborers that were trying to do with political methods what they wanted done, rather than with educational methods. We found a great deal of prejudice on that point that had to be cleared away; we didn't stand for politics in this matter, but education.

LJR: National University Extension Association

LJR: I went on the 12th of January 1919 to an important meeting of the National University Extension Association. All the directors of

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National University Education Association

22: I went on the 15th of January 1913 to an important meeting of the

National University Education Association. All the members of

LJR: all the extension divisions in the United States and Canada were assembled there. It was in the Hotel LaSalle in Chicago. I remember it very well. It was a very important meeting. That's the one in which they said, jocosely, "You appropriated the motto we ought to have had, 'Lifelong Learning.'" That was the occasion on which they had said I had beaten them. They said, the minute they had heard I had taken it, "Why didn't we think of that?"
[Laughter]

ARF: Were did you get it?

LJR: Oh, I invented it. I never saw it anywhere else..."Lifelong Learning." There's an ideal in it that is very good.

ARF: What did they think of the new ideas in extension at that time?

LJR: Well, now, these men, I thought, were liberal in their views. I didn't think they were old fogey at all. I thought they were open to any good suggestion that anyone could make. The men made speeches, of course, and one man would suggest one thing for an extension division to do, and another man would suggest something else. Their minds were open, and suggestions were passed round, accepted, and carried home by these men. It was a very important time for the development of adult education.

ARF: Was there a division there, then, between those who felt that the University could do more in correspondence work, as opposed to those who wanted more done in classroom work?

LJR: Well, I can't remember there was any final decision made on that; there were differences of opinion. One man held one view and another man held another view, the opposite view. But it never

LJR: took the form of a command that we must all do it one way. They felt it would be well to let each individual extension division do something and try that system out. And then the rest of them would watch it and see if it was good.

ARF: How did California fit into this? Did it more or less try both classroom and correspondence equally?

LJR: We never felt that one was more important than the other. We felt we must do all we could in each of those departments. And when it came to the matter of classes, we felt we must organize all the classes that were called for. And with regard to correspondence courses, we'd write all the courses that seemed to be needed. That was our attitude. We never felt that one was more important than the other. They are two different fields.

Prisoner Education

ARF: About this same time I notice you had prison courses. Were all these by correspondence?

LJR: Oh, classes and correspondence.

ARF: How did this begin? I noticed in 1917 Mr. Howerth had a few classes.

LJR: When I became director I recognized the importance of having that large group of prisoners over there take some kind of adult education work in order to make them less criminal and more good citizens. So I went over to San Quentin.

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UR: When I became director I recognized the importance of having that large group of prisoners who were taking some kind of adult education work in order to make them less criminal and more good citizens. So I went over to San Quentin.

JR: I said I wanted to talk with the chief officer, and I explained to him that I thought there were great possibilities: if educational work in the form of classes and correspondence courses could be given there the effect would be to make the men less criminal in their ideas and character and better citizens so that when they got out they wouldn't resume a bad career but would be good citizens.

Prisoner Pygmalion

LJR: And I well remember one man. I wish I could give you his name. He was a prisoner. He took quite a number of the correspondence courses and the class courses, and he did the work beautifully, beautifully. And when he served his term and on a certain day became a free man he said he'd like to call on me. He had known me, you know, before, but he wanted to call on me as a free man.

He came. And I said, "You have come over on a day when the Faculty Club is giving one of its dinners for the whole faculty, all the members of the faculty, and I'm going to it. A member is allowed to bring a guest. I'd like to take you as a guest to this Faculty Club dinner." I said, "And now, when you are there, don't you say you've ever been a prisoner. Don't give any hint as to what your past life has been. But you can talk about subjects like physics and chemistry and things of that kind. That's all right. Talk about anything, but don't you give the slightest indication that you've been in prison."

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Prisoner's Reaction

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LJR: I took him. It was a somewhat dangerous experiment, but I took him. I suppose two hundred members of the faculty were at that dinner, and they called on me for a speech. I made it, and I said, "Gentlemen, I have a guest here tonight. I think maybe he would say a few words to you." Dangerous, you know, again.

"Very well, what's your guest's name?" I gave it.

The toastmaster said, "Mr. Frothingham, may we have a few words from you?" Whereupon this ex-prisoner got up and he was just perfect. He talked about things on a high plane and he talked about education; he said he had taken educational work under my direction and he was very happy about it. He said, "I am not going to be in this community long; I'm leaving for the eastern part of the United States." Then he sat down.

The Faculty Club afterwards said to me, "Your friend made a remarkably fine speech. It was thoroughly interesting, and it was fine. Who is your friend?" Well, I didn't say anything at all, of course, to them, not a word. This man, this ex-prisoner, at that time, said to me, "I cannot possibly live the life of a free good citizen right here where I shall be encounter[ing] prison officials. They'd know me. I'm going to Ithaca, New York, and start as an individual that has had no connection with anything in California. I shall never describe it all ever. I'm going to start a business life there." And I never heard from him afterwards. He went on to Ithaca. I'm merely telling you this as a sample of the interesting ways in which this worked and how the prisoners would sometimes work

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LJR: out. It was very beneficial to them. If I could get a prisoner to take five or ten courses (and this man that I've just spoken of did that), why they were changed people, changed! They began to see certain ideals and they thought about what they'd do when they got into the outside world. And it wasn't to resume a criminal career, but to do something worthy of a good citizen.

ARF: And it gave them more tools to work with.

LJR: Yes, it did decidedly.

ARF: Did you know about the prisoner/student who wrote a novel, Out of the Night?

LJR: I don't remember it, no.

Administration and Curriculum

ARF: Wasn't Bert Crumm on your staff for prisoner education?

LJR: Yes, he was.

ARF: What did he do?

LJR: Well, now, I'm not able to tell you in detail, except that he and I conferred and planned together and I found him a very resourceful person. He could often suggest things that I hadn't thought of and which fitted into the general program that we were trying to arrange. I liked him thoroughly and got a great deal of benefit by having conferences often with him on the problems of the Extension Division. He went to New York afterwards. I send him a Christmas card now every Christmas, and I have his New York address. Bartley C. Crumm, 39 Broadway, New York 6, New York.

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wards. I sent him a Christmas card and every Christmas, and I
have his New York address. Matthew G. Orman, 33 Broadway, New
York 6, New York.

- ARF: Was he a teacher or more of an administrator?
- LJR: He was an administrator; I can't seem to remember that he did any teaching; it was all administrative work with me.
- ARF: Was his background social work, or academic?
- LJR: It was more social. He wasn't what I call the university professor type. He was rather the type of man who is interested in politics in the good sense, and in society. And he thought a great deal about the problems arising in those fields.
- ARF: So, he was interested in this from the sociological viewpoint.
- LJR: You had a chaplain there, also, whom you had. Do you remember Oliver Lejour, the chaplain at San Quentin?
- LJR: I can't remember anything in detail about him.
- ARF: Did you sell the prison a bloc of courses, or did each prisoner pick his individually?
- LJR: I did my business with the warden. I talked with him. I started the thing as the result of a very careful talk with the warden, and then subsequently I dealt with him in connection with everything that I planned to do, not only the general work, but the particular courses and what could be expected to come of them. I talked those things over with the warden every time. I never gave anything that I didn't discuss carefully with him beforehand.
- ARF: Were there courses that might be considered bad for the prisoners to take?
- LJR: Bad? Oh, I can't think just now. That wasn't the way we faced

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You had a captain there, also, when you had. Do you remember

Oliver Brown, the chaplain at San Quentin?

I can't remember anything in detail about him.

Did you sell the prison a bloc of courses, or did each prisoner

pick his individually?

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the warden, and then subsequently I dealt with him in connection

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ers to take?

Oh, I can't think just now. That would be the last I would

LJR: the problem. We said, "We want to give courses that will enable these men to earn their living after they get out of prison, and also be good citizens."

ARF: So you selected courses with these two criteria in mind.

LJR: Yes. Now, take for example the course in calculus. That's pure mathematics. But a prisoner taking a course in calculus would get something that he might actually use afterwards in engineering work of some kind, if he knew calculus. So we gave courses of that sort.

ARF: Do you remember how this was financed in the twenties?

LJR: Now, let me think how that was. I had certain money available that I got, not as a gift from Sacramento, but profits from courses. I had a sum that I could draw on. And I paid out of that fund the salary of any professor that I sent over to give a course. And in the case of correspondence courses I paid the reader in the course; he got \$.50 for reading each paper that came in. Now we've raised it to \$.75. The regents arranged that, and now they informed me that they would give me \$.75 for every single paper I read in my correspondence work.

ARF: Didn't you have some assistant readers among the better-educated prisoners who took over this job -- except for the first paper and the final exam?

LJR: Yes, that is true. We canvassed the prisoners very thoroughly in order to find out what educated men there were there.

ARF: What levels did you find?

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that fund the salary of any professor that I sent over to give
a course. And in the case of correspondence courses I paid
the reader in the course; he got \$2.50 for reading each paper
that came in. Now we've raised it to \$3. The regents arranged
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every single paper I read in my correspondence work.

Didn't you give some assistant research about the better-educated
prisoners who took over this job -- except for the first paper
and the final exam?

Yes, that is true. We considered the prisoners very thoroughly
in order to find out what educated men there were there.

What levels did you find?

LJR: Why, strange to say -- I don't mean to say there was anything like a third -- but there was a sprinkling of highly-educated men in the prison; they were men that were college graduates or they were men that had carried on some kind of vocation, like an engineering vocation. And I worked with the warden there and I got him to find out what the background of the men had been. I didn't have to interview the prisoners; I got from the warden a statement as to what the intellectual background had been of certain men. And he was very helpful in that respect, for he picked out here and there (I'm now guessing) about six out of the whole group of prisoners, six men that had been highly intellectual in their lives up to the time of their being brought into the prison.

You know this matter of crime is a strange thing, very strange. Sometimes a man who appears to be very intellectual will sometimes commit a crime under stress. And there he is thrown into prison. And that kind of man, with proper guidance, could help us very much as reader and that kind of thing.

ARF: In the thirties there is a record of your carrying on classes in the federal prison at Alcatraz, too. Did you start that?

LJR: Yes. That was a side issue and didn't bulk at all large in comparison with San Quentin. No, that was a small thing.

ARF: I wonder why.

LJR: Well, I don't know why; it just didn't seem to work. It didn't grow the way it did in San Quentin. It may be that an explanation is in part due to the fact that the warden at San Quentin

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LJR: was thoroughly cooperative, and perhaps the director of that other branch didn't have the enthusiasm. I had to rely on the influence of the warden a great deal in building up the organization over at San Quentin. My picture is there in the reading room of San Quentin; they've got a big picture of me. They asked for it and

ARF: I supplied it and they said, "We want to put it up in the San Quentin reading room."

ARF: Did they have any other source of education for the prisoners beside Extension?

LJR: So far as I remember they didn't have a thing. I can't remember anything.

ARF: So you were Mr. Education for them.

LJR: Yes, I was, yes.

ARF: How did you get along with the people who thought that prisoners were there to be punished, and therefore should not be educated free by the state.

LJR: Well, I made an argument there that for the safety of society it is our business to see that the men terminating their sentences there shall not do things that are injurious to society. They should come out and live lives that don't harm society, but help society. I made that kind of argument.

Prisoner Education and the University Faculty

ARF: Before we stop today, I want to ask you one more question about prisoner education. Was the faculty behind this, or did you have some who dragged their feet about it?

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Q: Did they have any other source of education for the prisoners besides the library?

UR: So far as I remember they didn't have a thing. I can't remember anything.

Q: So you were Mr. Education for them.

UR: Yes, I was, yes.

Q: How did you get along with the people who thought that prisoners were there to be punished, and therefore should not be educated free by the state?

UR: Well, I made an argument there that for the sake of society it is the business of the state to see that the men serving their sentences there shall not do things that are injurious to society. They should come out and live lives that don't harm society, but help society. I made that kind of argument.

Prisoner Education and the University Faculty

Q: Before we stop today, I want to ask you one more question about prisoner education. Was the faculty feeling this, or did you have some who disagreed with it?

LJR: I don't seem to recall anything there to report. I never encountered any opposition. And I should say that the faculty at Berkeley said -- this is quoted quite accurately -- "Let Richardson go ahead with Extension. We don't have to bother with it now." That's the way they generally talked.

ARF: So you had pretty much a free rein there.

LJR: Now, there were men like George Stratton that might have taken a wholesome, valuable interest in that, but he didn't do it. He thought he had too many other things to do and therefore he wouldn't undertake one thing more when he was very busy anyway. He wanted to write books and he wanted to teach, and he lived a very fine life. He was a religious man, a member of the Congregational Church in Berkeley, and he did his duty there. He always attended church service and he was thoroughly occupied. His life, you might say, was just full of activity of the good sort. And he didn't seem to think he had any extra energy that he could use by helping me over there in prisoner work, so he never attempted to do that at all.

ARF: Did you have many regular university professors that actually went over and gave courses?

LJR: Now, let me think. Yes, I think we did have a few; they were not numerous.

ARF: All I could find were records of correspondence classes.

LJR: Oh, that was the main thing. And have I told you that I invented one little feature of the correspondence course to be used in the prison and not anywhere else? Usually it's all a matter of written

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Q: All I could find were records of correspondence classes.
A: Oh, that was the main thing. And here I told you that I interested
one little fraction of the correspondence course to be held in the
prison and not anywhere else? Usually it's all matter of

LJR: work between the student and the institution. For example, a woman taking that course now in Boston with me, I never see her. But in the prisoner work I tried to get, in connection with the correspondence course, one interview between the prisoner and a teacher that was connected with the course. An interview. That was very stimulating to the prisoner, it gave life and touch. Now I often had to do that myself. If a course was in economics, for example, and I couldn't get any professor in economics to go over, I could have a conference with the professors there on the campus telling them about my work with the prisoner and saying, "Now, if you will give me a few thoughts I'll go over personally and present them to the men." So I'd go over representing the professors that were behind the particular course. I used to go over and I liked the interview with them. I thought I made some friendships among the men.

ARF: This must have been very valuable to them as a connection with higher education of the outside world.

LJR: Yes. I never shall forget that faculty meeting to which I daringly took that man just out of prison. But he had had a lot of courses and I knew his development and I had confidence that he was on the right track. And I never shall forget how he sat there beside me, talked with the members of the faculty about intellectual matters, and how he made an admirable little speech.

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Teacher Training in Extension

ARF: I'm a little confused on Extension's relationship to the field of education and to teachers colleges in the state in the late 1920s. Now, there was a department of technical education in the University, wasn't there?

LJR: Yes.

ARF: This was teacher education, wasn't it?

LJR: Yes.

ARF: Now, for a while Extension courses could be taken by teachers for credit toward a credential, but not credit toward a degree.

LJR: Why, we gave credit toward a degree very soon after I began.

ARF: That's what I wanted to know.

LJR: Oh yes, toward a degree, but you understand we didn't give many such courses, but we had some that could be used.

ARF: The courses numbered in the 600s were not for degrees?

LJR: That's right, they were not.

ARF: And these were technical teacher training courses, good only for their certification?

LJR: Yes.

ARF: What was the junior certificate?

LJR: Well, now, you know, I have forgotten the details of that. We had such a thing but I cannot give you any important information on that now. I can't.

ARF: Perhaps we can get that from University records.

LJR: Oh yes.

Teacher Training in Education

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Q: Now, for a while Extension courses could be taken by teachers for credit toward a credential, but not credit toward a degree. Why, we gave credit toward a degree very much later I mean.

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Q: Oh yes, toward a degree, but you understood we didn't give any such courses, but we had some that could be used.

Q: The courses numbered in the 600s were not for teachers?

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Q: Perhaps we can get that from University records.

MR: Oh yes.

ARF: It was interesting that you used some San Jose State and some San Francisco State instructors in Extension. What sort of deal was this?

LJR: Well, I'd go to our education department and say, "I'd like to give a course in such and such a subject," and they'd say, "Well, now, we have no man available for that. The man that's able to do it is too busy to add anything more. But there is a man in San Jose that gives that as a specialty and you may have him if you can persuade him to take it. We'd approve that." That's how that came about.

ARF: It grew out of these specific needs, then.

LJR: Yes. I want to make that point very definite, that the men in our University department of education could have given the course but they were too busy and therefore were willing to have somebody else drawn in.

ARF: There was no competition, then, between the department here and that in San Jose?

LJR: No, none at all.

ARF: Did this draw quite a few students from San Jose State and San Francisco State?

LJR: Yes, it did. The reputation of that man among those students would have that effect, yes.

ARF: What was the attitude of State Superintendent Wood and his successors toward Extension teaching the teacher courses? This was usually the role of the state colleges, wasn't it?

Q: It was interesting that you never knew Sam Jones State and know
San Francisco State instructors in Extension. What sort of work

was this?

A: Well, I'd go to our education department and say, "I'd like to
give a course in such and such a subject," and they'd say, "Well,
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Q: What was the attitude of State Superintendent Wood and his suc-

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LJR: Oh, those men in the state department of education, as I remember it in all cases, were friendly and interested. I used to have conferences with them because I wanted to learn, as far as I could, about state policies. They would know that, and I conferred with those superintendents of public instruction in the state in order that my work might not collide with anything in an embarrassing way. And those men were always very cooperative when they saw why I was conferring with them on that subject. Always cooperative.

ARF: In other words, you didn't want them to think that you were trying to take over part of the teachers' college function.

LJR: No, I certainly didn't. That was true. I certainly didn't want that impression to be in anybody's mind, no.

ARF: So you kept in close communication with them, then.

LJR: Yes, I did.

Extension-Faculty Relations

ARF: In speaking of professors who were drawn from the University faculty, did you feel that Extension work was considered an asset when time came for a consideration for their promotion?

LJR: Oh, that was a very delicate and sensitive matter. Quite a number of the members of the faculty felt that if a person did much Extension work it would interfere with his promotion, that he ought to be giving his attention to graduate work and research. Research was the great word. Some of them thought

CH: Those men in the department of education, as I remember it in all cases, were friendly and interested. I used to have conferences with them because I wanted to learn, as far as I could, about state politics. They would know that, and I conferred with those superintendents of public instruction in the state in order that my work might not collide with anything in an opposing way. And those men were always very cooperative when they saw why I was conferring with them on that subject. Always cooperative.

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LJR: that to teach for the Extension Division might interfere with research; that I often ran up against. So some of the men in the faculty felt strongly that to teach Extension Division courses militated somewhat against a man's advancement academically, but if he would just devote himself to study and research -- purely scientific aspects of his occupation -- that the chance of promotion would be better.

Europe vs. United States

ARF: You didn't find that true in Cambridge, did you?

LJR: No, I did not. (You mean, in England.) No, no, indeed, the Cambridge faculty was entirely free from that; they did not send out very many men from their faculty to do adult education work, not many, but they seemed to feel that the men they did send were doing an important job in England in helping English life, and the faculty was very favorably impressed with the idea. They merely said they didn't want to overdo it so as to deplete their faculty, so they didn't send many. But they approved most thoroughly the cases where the arrangement was properly made and somebody did go out to do teaching in the field of adult education.

ARF: Did you find this state of anxiety about extension standards and professors was true on other campuses in the United States too?

LJR: Well, now, there are three centers in the United States where

that to teach for the Extension Division along with the
research; that I often got up against. The work of the men in
the Faculty felt strongly that to teach Extension Division
courses reflected somewhat against a man's advancement academ-
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approved most thoroughly and warmly when the arrangement was
properly made and somebody did go out to do teaching in the
field of adult education.

Q: Did you find that state of affairs where Extension Division
and professors was true in other countries in the United States
too?

A: Well, now, there are three answers to the question. First,

LJR: adult education teaching was of great moment. One was at Columbia, the second was Chicago, and the third was California. Now, in Columbia and Chicago the faculty seemed, in both cases, to approve the idea of having some of their men doing adult education work. I can't say that the directors ever overdid it -- they didn't seem to take too many members of the faculty and put them into extension -- and so I don't remember any opposition being voiced. I visited both those institutions quite often. I wanted to follow exactly what they were doing to see if they had any good ideas that I could use.

ARF: In the United States is there more of a schism between the adult education part of a university and the university proper?

LJR: Yes. In Cambridge it's not so much separated. Their professors will go out and teach in a city and they will encourage people to come to Cambridge during the summer and have a little close touch with the university. We never do that. That's very common in England.

ARF: The universities in America seem to feel more that extension is competing with the departments for the professor's time.

LJR: Yes, that's true. I encountered that.

Faculty Standards for Extension

LJR: My own attitude about that was this. If a department didn't want its professors to teach in the adult education field, I wasn't going to try to force it. I didn't try to get those men from

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LJR: that department to, so to speak, sneak off and do some work for us that the department didn't know about. I didn't do that because there were enough departments like the department of economics that were always favorable to us in this way; it wouldn't be every individual in the department, but there'd always be one or two individuals in the department of economics that saw the importance of adult education and encouraged us by sympathetic action of one sort or another, sometimes by offering to teach, sometimes offering to help in the case of syllabus for an economics course that we might be giving with somebody else as instructor -- that professor might have a conference with the one we had chosen. In that way the department of economics was sympathetic and helpful always.

Now, there were departments like Semitics whose courses we very seldom had an opportunity to give in adult education. Take a class of Hebrew. Now, that's a good subject in the University, but we almost never had a demand for Hebrew. This is the point: we might have three or four people that would do it, but we couldn't afford to give a course for three or four people, we had to have at least fifteen in order to have an income to be enough to pay for the instructor.

ARF: What about the department that put its foot down and said to an instructor, "You shall not teach in Extension. You shall devote all your extra time to research"?

LJR: Oh, yes. Well, we've always said that that's the privilege of

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LJR: the department. We didn't fight it at all because you can see that throughout the years I had no difficulty in getting instructors. I could get many, all I needed. And I could just leave those departments alone that said, "No member of this department shall teach at the Extension Division." No, we never fought with them at all about that, but look at the courses we gave! We gave hundreds of different courses in the course of my twenty years, hundreds, yes.

And, by the way, the faculty down in Los Angeles, UCLA, used to feel that it would be helpful for that institution to develop adult education work to rival our work up here. They seemed to think it was a model up here that they wanted to duplicate. So that I found a larger percentage of the professors down there would teach adult education courses than was true up here. They seemed to feel down there that this adult education work at the University at Berkeley was important and creditable and that they wanted to do something like it.

ARF: In recruiting Extension professors, did you lose many because they did not measure up to departmental standards in formal education?

LJR: If we found a person who was not a college graduate, but who knew something thoroughly, and his ideas were sound, why, in spite of any lack of formal education he might have had we were ready to employ him for teaching.

ARF: Did you still have to have this person approved by the department?

the department. He didn't fight it at all because you can see that from about 1945 I had no difficulty in getting teachers. I could get any, all I needed. And I could just have these departments along that said, "the number of this department shall teach at the Extension Division." Well, we never fought with them at all about that, but look at the courses we have! We have hundreds of different courses in the course of 40 years, hundreds, yes.

And, by the way, the faculty here in Los Angeles, UCLA, used to feel that it would be helpful for that institution to develop adult education work to give it more work. They seemed to think it was a model to have that they wanted to duplicate. As that I found a larger percentage of the professors down there would teach adult education courses than we have here. They seemed to feel down there that this adult education work at the University of Kentucky was important and creditable and that they wanted to do something like it.

Q: In recruiting extension professors, did you lose many because they did not measure up to departmental standards in formal education?

A: If we found a person who was not a college graduate, but who knew something thoroughly, and his ideas were sound, yes, in spite of any lack of formal education he might have had we were ready to employ him for a while.

Q: Did you still have to have his person approved by the department?

LJR: Oh yes, in every case, yes. Yes indeed. Take economics -- that was a touchy subject. The subject of economics as handled by some people is a dangerous one. We always presented the name of the individual and the outline of the course that he undertook to give, all that information, to the department of economics. That was done through the Extension advisory board. You understand that if we gave a course on philosophy by somebody we got the approval of the department of philosophy on that course, ultimately. It went first to that advisory board. Perhaps there were no members of the philosophy department on that board, but they would then refer it to the department for their approval or disapproval.

ARF: I'd like to ask you one more question. At this same time Stanford was running their extension division too. How did you divide the spoils in the bay region with Stanford?

LJR: We had no trouble at all. I kept in close touch with the officers of the Stanford organization and now and then, when I found that they were able to teach a particular subject excellently, I didn't attempt to teach that subject. We had no difficulty at all in our relations that way.

ARF: Do you think they cancelled courses which you were already offering?

LJR: I think they did.

Extension's Constituency

ARF: When you hired instructors, did you go through the same channels as the departments did, on up through the president and regents?

Q: Yes, in every case, yes. The subject of economics is handled by some people as a science and, as always presented, the main is the individual and the outline of the course and the subject to give, all that information, to the department of economics. That was done through the Extension Advisory Board. The Extension Board that if we have a course on philosophy of economics we get the approval of the department of philosophy on that course, ultimately. It went first to their advisory board. Perhaps there were no members of the philosophy department on that board, but they would then refer it to the department for their approval or disapproval. I'd like to see you the next question. At this time the department was running their extension division too. How did you divide the apolo in the day to day work?

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Extension's Competency

Q: When you hired the teachers, did you go through the same process as the department did, or up through the president and faculty?

LJR: We stopped with the department. If we got the approval of the department we didn't think it was necessary to go to the president or the regents.

ARF: The appointments were then noted on your budget and that was the end of the process.

LJR: Yes, that was final. The department was the top. We didn't go to the president. And we never had any trouble. Of course, if the president had objected we should have said, "Tell us why you object. Let us see." But the president never objected.

Barrows, for example, had taught courses for us earlier. And then he became president. All our presidents at Berkeley, Wheeler and all the rest, never seemed to feel that the adult education work was unimportant. They always felt that it must be properly shaped and properly handled. Then it was important.

There is something I've not mentioned to you before that comes to my mind in this connection. A president of the University often wishes to get support throughout the state for the University appropriation. And they found out that adult education students of ours were helpful, say down in Fresno. The students from our adult education classes there took the attitude that the University appropriation must be carried through. So the presidents were strongly for it; they found that the general University appropriation at Sacramento was helped by adult education students, individuals, you know, scattered through the state. And they felt it was a canny thing for a president to be favorable and sympathetic.

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ARF: Extension can really take the message of the University to the people without getting into the danger of propagandizing.

LJR: Yes, you can keep from from that danger and still do honest, genuine, sincere work.

Faculty Supporters

ARF: Can you name a few people in the regular faculty who were important supporters of Extension?

LJR: Yes. Elmer Brown was. Elmer Brown was a very strong supporter. He believed in adult education and he was in the department of education so he was very helpful and cooperative, he gave suggestions. Now, let me see if I can remember others. If I only had a list of the faculty I could pick them out.

ARF: What about Professor Ivan M. Linforth?

LJR: Oh, he was cooperative. He was in Greek and his own subject was not in wide demand.

ARF: But he was on the committee on courses in the faculty senate.

LJR: Yes. He was cooperative and friendly. Another very good man for cooperativeness was Willis Linn Jepson of the department of botany, one of the very finest men in botany we've ever had.

ARF: Did he teach some too for Extension?

LJR: Well, as I remember it now, he did teach for us some, but I believe he was chiefly important in giving suggestions. He would now and then know somebody that was a good botanist and might serve our purposes. Jepson was a very busy man, and he didn't want to do much teaching for us, he didn't have time for it.

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Q: Did he teach some for Extension?

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LJR: And William A. Setchell, the head of the department, wasn't at all friendly. He was without interest, just simply blank, without interest, but Jepson had the interest and was willing to help as far as his time would permit.

ARF: Was Setchell more cooperative with Agricultural Extension, or did the botany department have anything to do with Agricultural Extension?

LJR: Very little, very little, they were in different worlds. Setchell considered himself to be in a department of pure science, and the agriculture men considered that they were in work that had a practical touch with the people of California. Setchell didn't have that at all as his idea, not at all, no.

ARF: Was that the same reason he wasn't interested in University Extension?

LJR: Yes.

ARF: He was afraid it might be too applied and technical?

LJR: Yes.

ARF: What about other department heads whom you found cooperative?

LJR: Well, now, let me see. The head of the department of mathematics at that time was Mellen W. Haskell. We had demand for mathematics and Haskell then was helpful; he assisted us in finding just the right instructor for certain courses in mathematics.

ARF: You mean from the faculty, or off the faculty?

LJR: From our own faculty.

ARF: Carl C. Plehn seemed to have a lot to do with our college of commerce being organized in 1898. Was he made the head of it?

Q: And William A. Betchell, the head of the department, wasn't at all friendly. He was without interest, just simply blank, without interest, but because he had the interest and was willing to help as far as his time would permit.

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Q: From the faculty.

Q: Carl C. Flett seemed to have a lot to do with our college of science being organized in 1938. Was he near the head of it?

LJR: He was. That's it. He was one of the experts in the field of taxation and state tax structure.

ARF: Later on when you were head of Extension did Professor Plehn help you with your courses in business administration?

LJR: Yes, he did in this way: I used to go over to the department of economics -- that's where Plehn was, you see -- and sometimes

ARF: there would be two or three professors in one office. I'd say,

LJR: "Will you make suggestions for courses that you think Extension Division ought to give the public in your field."

ARF: And they accepted my request conscientiously and tried to think of just what courses could properly be given by my organization. Their idea was to facilitate and help people in business.

Economics is closely related to business, and so they said,

ARF: "There are some courses that you could give that would be beneficial for people in business, and we'll outline some of those courses for you." And they did. And that's how we gave quite a good many courses in economics in San Francisco and Los Angeles.

ARF: Did this begin early, from the first?

LJR: Early, yes.

ARF: Did any of those professors in the department teach for you?

LJR: Yes. We paid well for the professors that would teach for us, and sometimes some of the younger men in the department would like to earn a little additional money. They needed it. We never got the top older men, but we got some of the younger men that were on relatively small salaries to teach one or two evenings a week. You see, we could give them approximately \$10 an

Q: He was, that's it. He was one of the winners in the field of

taxation and state tax structure.

Q: Later on when you were head of taxation and Professor Flinn

help you with your courses in business administration?

Q: Yes, he did in this way: I used to go over to the department of

economics -- that's where Flinn was, you see -- and sometimes

there would be two or three professors in one office. I'd say,

"Will you make suggestions for courses that you think Wisconsin

Division ought to give the public in your field."

And they accepted my requests occasionally and tried to

bring in just what courses could properly be given by my organiza-

tion. Their idea was to facilitate and help people in business.

Economics is closely related to business, and so they said.

"There are some courses that you could give that would be bene-

ficial for people in business, and we'll outline some of those

courses for you," and they did. And that's how we have gotten a

good many courses in economics in San Francisco and Los Angeles.

Q: Did this begin early, from the first?

A: Early, yes.

Q: Did any of those professors in the department teach for you?

Q: Yes. We paid well for the professors that would teach for us,

and sometimes some of the younger men in the department would

like to earn a little additional money. They needed it. We

never got the top older men, but we got some of the younger men

that were on relatively small salaries so teach one or two even-

ings a week. You see, we could give them approximately \$15 an

LJR: evening -- that was good pay and that would help a poor man in his salary very much in the 1920s.

Teaching Methods and Philosophy of Adult Education
Fulfillment for Each, Individually

ARF: You wrote editorials in Extension's monthly, the Spokesman.

LJR: Oh, yes.

ARF: You mentioned in one that the interest of an adult must be sustained and centered about one certain area of learning, not scattered over the horizon. What did you have Extension do to guide an adult toward a certain area of learning that was important for him.

LJR: I held office hours and advertised that any citizen might come to my office and discuss with me his individual problem. I remember very vividly an employee of a grocery store in San Francisco. A man about 24 years of age came to my office and discussed his own outlook, his own problems as far as he could see them, and he then proceeded to take courses in San Francisco that we were offering there throughout quite a number of years. I mean more than four; it was perhaps six or seven years he took those courses. And every little while he would come over to Berkeley and have a further conference with me, so that I became quite well acquainted with him from our discussions on the utility of this course or that, for him, with reference to his particular purposes. I remember the man very vividly and

11. evening - last was about 10:30 - that was the last time I saw him.

his salary was such in the 1900.

Te. C. n. 100-117600-1

Polk County, Iowa

Yonkers to arrive in afternoon, the Weekend.

On 1985

that for him.

I held office hours and advertised that any citizen might come to my office and discuss with me his individual problem. I remember very vividly an employee of a grocery store in San Francisco. He was about 35 years of age, came to my office and discussed his own problem, his own problem as far as he could see them, and he then proceeded to take counsel in San Francisco that he was offering them something quite a number of years. I mean more than four, it was perhaps six or seven years, he had those courses. And every little while he would come over to Berkeley and have a further conference with me, so that I became quite well acquainted with his personal situation on the utility of this course or that, for his, with reference to his particular business. I remember him and very vividly his

- LJR: our talks.
- ARF: Was there someone down in Southern California to give some guidance to the adult education students there?
- LJR: Well, I spent part of every month in my office in Los Angeles. I did the same thing in the matter of conferences down there that I was doing up here, just the same.
- ARF: At that time was the University Extension aimed primarily at non-credit adult education courses taken just for fun or for upgrading one's job?
- LJR: Yes. The purpose was as you've stated it. In general it was to increase one's intellectual powers and to have the satisfaction of feeling that one was a better-educated person. It was just that. It wasn't for a degree. That was very seldom the purpose. A person felt he'd like to improve himself intellectually, that he'd have better standing in the community if he had a better intellectual outlook. That was the main idea.
- ARF: At that time was there any main criterion for a curriculum that you could point to and say that this type will make people better educated?
- LJR: I can answer that. My thought was that every human being is an individual and that no general program of that kind could be laid down. I used to say to these people that came to me, "What are you interested in? What have you been doing? Do you read much? What ambitions have you?" I used to say every individual has a problem apart by itself, every individual. And there was no one

our talks.

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you interested in? What have you been doing? Do you read much?

That questions have you?" I used to say every individual has a

different sort of level, every individual. And there was no one

LJR: outline of activity or courses leading to the intellectual life, no such thing. It was always an individual problem.

ARF: How did you know what courses to offer in Extension?

LJR: Why, we were in conference with our students, who were educated people, intelligent people, and we used to discuss with them that very subject. We could tell by conference with them what they needed.

You take the women of the women's clubs. They were very intelligent about this matter and I often had long conferences with women that were high up. I can remember one woman right now, Marian DeLaney, a San Francisco club woman, and she and I had long talks and she could give me the point of view of the women of her woman's club in San Francisco.

ARF: In getting someone to teach these courses it seems that you would need teachers who would also be attune^d to student needs and interests. Would he have to be any different from a teacher of college-age boys and girls?

LJR: Yes. Surely the problem is a different one. The problem of teaching students of the ages you get there in a university is quite different from the problem of teaching men and women who are mature and have had experience. And the instructor under those circumstances in presenting his ideas often says to the class, "Is there anybody here who knows about this particular subject that I'm talking about now and can make any contribution to it?" That was often done. I used to encourage the teachers to do that. And the class would take a deeper interest in the

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those circumstances in presenting his ideas often says to the
class, "It seems anybody here who knows about this particular
subject that I'm talking about now will see more and contribute
to it." That was often done. I used to encourage the students
to do that. And the class would take a deeper interest in the

- LJR: subject when they felt they were taking part in it in that way. They were taking part not merely as learners, but taking part in the actual teaching.
- ARF: It seems that Dewey's ideas on the democratic classroom might more easily apply here than they would down in the elementary and secondary schools.
- LJR: Oh, yes. Oh, very much so. Yes, very much so.
- ARF: While we are on the subject of teachers, did correspondence teachers also have to alter and change their method of teaching?
- LJR: Well, I used to have a questionnaire that I sent out to the people who were taking my correspondence courses. I have it still and use it. I used to show this questionnaire to those instructors who had not taught by correspondence before in order to try and get them into the right attitude toward the work and therefore get them to follow the right methods. They are not going to see their pupils, or students, but they are going to try to get acquainted with them just through the interchange of papers.
- ARF: What information did this questionnaire embody?
- LJR: Well, this: how much schooling have you had? Are you a graduate of a high school? Have you ever been to college? Are you interested in politics? Did you ever run for office? Have you ever taken part in a political campaign in any way?
- ARF: Did you ask this of all your students?
- LJR: Oh, yes. And, Are you a member of a church? Are you interested in church work? Do you go to church regularly, or only

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the actual teaching.

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What information did this questionnaire send?

Well, this how much schooling have you had? Are you a graduate

of a high school? Have you ever been to college? Are you

interested in politics? Did you ever run for office? Have you

ever taken part in a political campaign in any way?

Did you ask this of all your students?

Oh, yes. And, are you a member of a church? Are you interested

in church work? Do you go to church regularly, or only

LJR: sporadically? And, in your own family, do you have any responsibilities in the way of guiding young people? If so, tell me about that. How old are these people that you are trying to guide? Oh, my list of questions is very long, very long, and when I get a single student to answer every one of those questions, I feel I've gotten pretty well acquainted with him, although I've never seen him.

ARF: If a student stated "no interest" in a field -- say, for instance, he had never run for political office and he was not interested in politics -- would you try to steer him into an interest in political matters?

LJR: No. I try to work on the interests that the individual has. That's the way to make progress. Then, of his own accord, if he makes progress intellectually, he may come to see that there are some things in politics that he ought to take an interest in. But I always work on the interests that are already in the individual's life.

Orientation for Teachers

ARF: Did you have any sort of in-service training at any time for your teachers?

LJR: No. Of course, you understand I had extensive conferences with my teachers as director. When I started any member of the faculty in the work of teaching for the Extension Division I had a long talk with that individual, in order to initiate him as perfectly as I could into the special conditions under which he must work.

MR: ...apart from that, in your own family, do you have any experience in the way of political action? I mean, I'll be glad to hear that. Now, are there people that you are trying to contact? Or, my list of questions is very long, very long, and when I ask a similar question to answer every one of those questions, I feel I've gotten pretty well acquainted with him, although I've never seen him.

MR: If a student stated "no interest" in a field -- say, for instance, he had never run for political office and he was not interested in politics -- would you try to show him that he has an interest in political matters?

MR: No. I try to work on the interests that the individual has. That's the way to make progress. Then, of his own accord, if he makes progress intellectually, he may come to see that there are some things in politics that he ought to take an interest in. But I always work on the interests that are already in the individual's life.

Orientation for Teachers

MR: Did you have any sort of in-service training of any kind for your teachers?

MR: No. Of course, but unfortunately I had extensive experience with my teachers as director. When I started my work in the Faculty in the work of counseling for the Extension Division I had a long talk with these individuals, in order to indicate to them as individuals and I could have the special conditions under which we must work.

LJR: Oh, yes, I did that with every one. That was very important, because the first thing they had to find out was that the methods employed in teaching in the University are not appropriate in adult education courses. You've got to work out another system altogether.

ARF: Can you describe precisely what these differences were that they had to adjust to when they first starting teaching adults in a classroom?

LJR: Well, now, a student in a university who is taking up the subject of economics would be given right at the beginning of the course a bibliography of economics. But in adult education teaching that is not the first step by any means. The first step is to acquaint the individual with some actual operation of economics, a specific case, something taken out of the business world. And when he gets hold of that he can see then the lines along which he must study and work in order to develop himself. Why, if you were to give an adult student a list of 50 books on economics at the beginning of a correspondence course that would be just simply confusion raised to the Nth power. It would be no good at all.

ARF: Are you saying that with adults you start with the concrete and work back toward the theoretical?

LJR: Yes, you do.

ARF: I am thinking about an ancient Greek who said that theoretical learning is better for a mature mind between 25 and 45, and the younger people are better for the more practical and applied

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ARF: sorts of things.

LJR: That's perfectly true, by the way.

ARF: Then how would you account for this idea that the adult can take the theoretical better than the young person in college?

LJR: Because once the adults reach the theoretical level in their studies you find they've had a wider experience. It all comes right out of that. The adult has lived more richly than the young person. He has lived with contacts that are varied and significant and in that way the adult can work into the theoretical side much more rapidly than the young person who hasn't had the experience of living.

ARF: Would I be extrapolating too much, then, to say that it sounds like you think that the young person could do better, too, in his classes if the professor began with a concrete example and worked back toward the theoretical?

LJR: Well, I should think it might work there too, but I'm sure it works in adult teaching. Oh, yes, you work back toward the theory.

Subject Matter vs. Methodology for Teachers

ARF: What do you think of the National Education Association's survey in 1953 of all the directors of extensions in the United States? They felt that the most important thing in training adult education teachers was in the use of methods and aids -- this was number one. Number two was understanding the needs of students.

sort of thing.

R: That's perfectly true, by the way.

I: Then how would you account for this fact that the young person in college

the theoretical level is better than the young person in college?

R: Because once the adult reads the theoretical level in their

studies you find they've had a wider experience. It's all coming

right out of that. The adult has lived more richly than the

young person. He has lived with contacts that are richer and

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Subject Matter vs. Methodology for Teachers

I: What do you think of the National Education Association's survey

in 1953 of all the directors of education in the United States?

They felt that the most important thing in training adult educa-

tion teachers was in the use of materials and aids -- this was

number one. Number two was understanding the needs of students.

ARF: And number three was understanding the needs of the community. Last in importance was knowing the subject matter.

LJR: Well, I should say that one must not be tied down by that too much because I've said to you before that each human being is in some sense a problem by himself. He's an individual problem and you can't have a general method that will fit all human beings. That's subject to trouble. You must always take your individual and try to find out what he has done, what he is interested in, what he aspires to do and to be, and then on the basis of those things that I've just mentioned you can determine how to proceed in teaching him.

ARF: What about the placement of subject matter as of least importance in training teachers for adult education?

LJR: Well, I confess that I don't quite see the point of that because I think a knowledge of the subject matter even at an early stage is important for the teacher. I always thought so, yes. I don't agree with putting subject matter last in importance. If he has the subject matter well in control right at the beginning that's so much to the good. He hasn't got to use it all immediately, but he'll draw on it as needed.

ARF: In other words, when you hired a teacher for Extension classes you saw to it that he knew his subject matter at that time?

LJR: Yes, enough for the purposes at hand.

ARF: Then he also had to be someone amenable to the methods that would work on adults. Is that a good summary?

LJR: Yes.

And number three was understanding the needs of the community.

Last in importance was knowing the subject matter.

Well, I should say that we were not far from that too.

Each person I've said is for whom the whole system exists is in

some sense a product of himself. It's an individual problem and

you can't have a general system that will fit all human beings.

That's subject to trouble. You must always know your individual

and try to find out what he has done, what he is interested in,

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Yes.

University Extension and the State Commission on Immigration
and Housing

ARF: I noticed that this state commission on immigration and housing had you as a member of its committee on education.

LJR: Yes.

ARF: And this committee on education joined with the University in hiring a man named Dr. John Collier. He also taught at the University at Berkeley?

LJR: Oh, yes, he had to do with labor education. He was interested in the labor side of immigration questions. He was interested from the labor man's point of view.

ARF: Was he put on this commission to pacify Scharrenberg?

LJR: Oh, Scharrenberg I liked very much. I worked a great deal with him until he went down to Los Angeles. I used to have him in conference frequently, and he helped me. He was very good, very good indeed.

ARF: I believe he once said he was very skeptical about this commission. He did not want the immigrants competing with the labor market.

LJR: Well, that commission wanted to have all sides of everything presented; they didn't have to adopt what was presented, necessarily, but they wanted all sides of every question presented, and this man Scharrenberg helped them in that way. They got the total view of many special problems. Then they proceeded in what way they thought was best.

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Q: And this committee on education joined with the University in hiring a man named Dr. John Collier. He also taught at the

University at Berkeley?

A: Yes, he had to do with labor education. He was interested in the labor side of immigration questions. He was interested from the labor man's point of view.

Q: Was he on this commission to pacify Socialists?

A: I liked very much. I worked a great deal with him until he went down to Los Angeles. I used to have him in conference frequently, and he helped me. He was very good, very

good indeed.

Q: I believe he once said he was very skeptical about this commission. He did not want the immigrants competing with the labor

market.

A: Well, that commission wanted to have all sides of everything presented; they didn't want to adopt what was presented. Naturally, but they wanted all sides of every question presented, and this

man Socialists helped him in that way. They got the total

view of every special problem. Then they proceeded in what way

that thought was best.

ARF: You don't know then whether Mr. Collier was brought to help Scharrenberg work with labor or not?

LJR: No, I don't know. I merely know that he was interested in labor problems. I don't think that he belonged to labor in the sense of being a member of any labor party, but he was interested in labor. And he therefore could help me because he could give me the labor point of view about lots of things.

ARF: You mean in organizing Extension classes in labor and so forth?

LJR: Yes.

ARF: Did Extension do much work in the labor camps?

LJR: No, we merely gave courses that were of interest to laboring migrants or that bore on labor. Most of those courses were given in San Francisco.

ARF: Was this Mr. Kerchin's labor department in Extension?

LJR: Yes.

ARF: Mr. Kerchin wrote in the Extension Spokesman that he didn't see why so much emphasis was put on English language when actually what the workers needed were the traditional ideals of the American democracy. They needed teachers who could talk to the workmen in their own language. Did he carry this point of view out?

LJR: Yes.

ARF: In other words, he taught them the ideals before they were taught the language.

LJR: Yes. He thought the language would come eventually, that we didn't have to bother about it. But the other -- the principles and ideals -- had to be set forth. And that's what he undertook to do.

11: You don't know how much Mr. Miller was anxious to help

Scholarship work when labor is hard?

12: No, I don't know. I merely know that he was interested in labor

problems. I don't think even he believed in labor in the same

old-fashioned way of any labor party, but he was interested in

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19: Mr. Kropotkin wrote in the Russian Revolution that he didn't see

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22: Yes. He thought the language would come eventually, but he

didn't have to bother about it. But the other -- the criticism

and ideas -- had to be set forth. And that's what he understood

to do.

ARF: Did he think that this aided assimilation more?

LJR: Yes.

ARF: And then, apparently, Dr. Aronovici felt that language should come first?

LJR: I don't know that I'd say "come first," but it was part of what he thought should receive attention and be recommended. Yes, it was a part of his program, but I wouldn't say first; it was a part of his program.

Sociologist Aronovici

LJR: Didn't I tell you about Carol Aronovici?

ARF: No.

LJR: Oh, well, just a minute. [Reaching for a volume of Who's Who] (I have been in Who's Who for so long that I have many volumes; I buy every one that comes out.) Now, there's the life and the whole history of Carol Aronovici. Volume XIX of 1936. That tells about his coming to Berkeley and coming into my department of adult education and lecturing. You see, I captured him when he came to the state commission on immigration and housing. Somebody introduced him to me and then I asked him to lecture and conduct classes for teachers of immigrants in the Extension Division and he said he would, and he did, for a period of time.

ARF: And that was when he was on the commission?

LJR: Yes.

ARF: I noticed that his courses on the sociology of immigration, the

Q: Did he bring that case with him when he came?

A: Yes.

Q: And then, apparently, Dr. Aronovitch said that he would handle the case.

A: First?

Q: I don't know that I'd say "come first," but it was part of what

he thought should receive attention and be recommended. Yes, it

was a part of his proposal, but I wouldn't say first; it was a

part of his proposal.

Q: Socialist Aronovitch?

A: Didn't I tell you about Carol Aronovitch?

Q: No.

A: Oh, well, just a minute. [Reaching for a volume of Who's Who]

(I have been in Who's Who for so long that I have many volumes;

I buy every one that comes out.) Now, there's the life and times

whole history of Carol Aronovitch. Volume XII of 1934. That

tells about his coming to Berkeley and coming into my department

of adult education and lecturing. You see, I contacted him when

he came to the state commission on investigation and housing. 1932-

body contacted him to me and then I asked him to lecture and con-

duct classes for teachers of immigrants in the Extension Division

and he said he would, and he did, for a period of time.

Q: And that was when he was on the commission?

A: Yes.

Q: I noticed that his contact on the sociology of immigration, and

ARF: physics of the American city, and city planning and city survey were under economics. Why was that?

LJR: I think there was no sociology department at that time. I think economics handled that subject then. Yes, I put his program before the department of economics and let them discuss it and they said to me, "We think it's all right for you to go ahead with that man doing that work which he proposes to handle."

ARF: They had no courses like this on the campus at that time?

LJR: No. His courses did not carry University credit. That's why the department of economics felt perfectly easy to let us go ahead with non-credit courses for him.

ARF: Sociology is a big field now in the University. This is an example of Extension introducing a field into the University from the outside, isn't it?

LJR: Yes, it is.

ARF: Did Aronovici ever teach a course on the campus?

LJR: No.

ARF: The largest immigrant groups that the teachers and social workers seemed to be concerned with were the Japanese, Chinese, Mexicans, and the Italians. But in his courses Aronovici put emphasis on the Roumanians, Italians, Greek, Poles, and Finns. Why was this?

LJR: He knew them and he knew that phase of immigration through actual personal contact. He had worked with all of those. You see, he'd lived in Europe and he'd had personal touch with those peoples you just mentioned.

UR: Physics of the American city, and city planning and city survey

were under economics. Why was that?

UR: I think there was no sociology department at that time. I think

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before the department of economics and law was organized. It was

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from the outside, isn't it?

UR: Yes, it is.

UR: Did sociology ever teach a course on the sciences?

UR: No.

UR: The largest foreign groups that the scientists and social workers

seemed to be concerned with were the Japanese, Chinese, Germans,

and the Italians. But in his courses presented, it was only on

the Hungarians, Italians, Greek, Polish, and Lithuanians. Was that

UR: He knew them and he knew that phase of immigration through

actual personal contact. He had worked with all of those. You

see, he'd lived in Europe and he'd had personal touch with those

people you just mentioned.

ARF: Did the teachers feel these courses were useful, although they were not about the specific immigrant groups they had in their classes?

LJR: Yes. We found his courses were in demand as soon as we described them and put out the publicity material. There were lots of people that wanted just what he gave.

Course Offerings Modeled after the Workers' Educational Association

ARF: Were there other attempts at education for immigrants besides that of the immigration board committee on education?

LJR: Yes, but I don't seem to have definite information there that I can give you.

ARF: What about your workers' education association classes modeled after the British plan that you tried in Fresno and San Francisco and Los Angeles?

LJR: Oh, yes. Well, there were lots of laboring men in those places and we tried to give WEA courses that would be of real assistance to them, and I want to say, also, that would keep them within bounds, so that they wouldn't do anything foolish in the way of starting rioting or things of that kind at any time.

ARF: You mean the courses would present a philosophy to them that would prevent this?

LJR: Yes. We thought it was very important to safeguard what I would call the smooth working of society, and not have revolutions of a troublesome kind, so we avoided that. We tried to teach so that they would be useful and respectable citizens.

R: Did the teachers feel these courses were useful, although they were not about the specific immigrant groups they had in their classes?
 Y: Yes. We found his courses were in demand as soon as we described them and put out the publicity material. There were lots of people that wanted just to hear.

Course offerings modeled after the Workers' Educational Association

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prevent this?

R: Yes. We thought it was very important to understand what I would

call the smooth working of society, and not have revolutions or

a troublesome kind, so we avoided that. We tried to teach so

that they would be useful and respectable citizens.

ARF: So that you didn't simply lift the curriculum in toto from England over here; you altered it some.

LJR: Oh, yes.

ARF: Would that be courses about the foundation of American government, or something like that?

LJR: Well, that's part of it. And then we also gave courses on what we considered the principles of business administration insofar as that subject had affected them. They wanted work; they wanted to earn a living. And we gave them, as far as we could, principles of business administration in America. Some of the laboring men, you know, had European points of view and didn't understand exactly what business was in America. We tried to make it clear to them.

ARF: Were these college-level students?

LJR: No, they were not.

ARF: You had the equivalent of college level humanities sprinkled in, didn't you?

LJR: Oh, yes. We gave a lot of WEA courses. When they were given for credit toward a degree they had to square with the demands of the department concerned, although there were very few that were for credit. They were mostly general information for workers -- mostly of that kind.

ARF: This was experimental, wasn't it?

LJR: Yes. I have the kind of feeling we didn't classify it in Kerchin's labor department, no. We gave courses in English that had a lot of bearing on economics and sociology and that kind of thing.

- T: So that you didn't simply lift the curriculum in toto from England over here; you altered it some.
- R: Oh, yes.
- T: Would that be correct about the foundation of American government, or something like that?
- R: Well, that's part of it. And then we also have courses on what we considered the principles of business administration insofar as that subject had affected them. They wanted work; they wanted to earn a living. And we gave them, as far as we could, principles of business administration in America. Some of the famous men, you know, had European points of view and didn't understand exactly what business was in America. We tried to make it clear to them.
- T: Were these college-level students?
- R: No, they were not.
- T: You had the equivalent of college level students enrolled in, didn't you?
- R: Oh, yes. We have a lot of WAS courses. When they were given for credit toward a degree they had to square with the standards of the department concerned, although there were very few that were for credit. They were mostly general information for women -- mostly of that kind.
- T: This was experimental, wasn't it?
- R: Yes. I have the kind of feeling we didn't classify it in Garcia's labor department, no. We gave courses in English that was a lot of bearing on economics and sociology and that kind of thing.

LJR: They were in the English department for recommendation. We had to present it to them.

ARF: Sociology was really without a home in those days, wasn't it?

LJR: Yes.

ARF: What was the worker's response to these more long-hair courses?

LJR: Oh, well, our students, as I remember it, were grateful for what they got and spoke very pleasantly about what they were getting out of the courses. We never seemed to get any complaint from any individual who said he didn't get what he wanted. They got something that served their purposes and they were grateful for that.

ARF: And they were getting the language along with this?

LJR: Yes.

ARF: On this year I consulted him a great deal to get his information on Immigrant Groups.

ARF: Were there mostly Japanese in Fresno?

LJR: No. Let me see. We had a very large number of Armenians in Fresno and they worked with us very pleasantly. They felt they could work with us and we felt we could work with them. We got along with those Armenians very, very well. I picked out some of the Armenians who had had fine educations to teach some courses so not all who went down there to teach were from the University. Some were Armenian men. But we knew before we hired them they had had university training abroad and they were capable of doing the work. That was a very important group. We

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Immigrant Groups

IR: Were there mostly Japanese in Fresno?

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courses so that all who went down there to teach were from the

University. Some were Armenian men. But we knew before we

hired them they had had university training abroad and they were

capable of doing our work. That was a very important factor. We

LJR: worked a great deal with them and found them a very amenable people.

ARF: How did you get these people together?

LJR: Well, we did that by going into the cities nearby, like Fresno, and making speeches. I went to make speeches in communities of that kind and got people informed as to what the possibilities were. I did a great deal of that -- going to cities and making speeches that would be reported by my hearers to others -- and in that way I got those Armenians pretty well informed as to what the possibilities were.

ARF: Mr. Aronovici had done so much in surveying cities and so forth -- did he help any in going into cities and ferreting out these various groups for organizing classes?

LJR: He did, yes. I consulted him a great deal to get his information on the basis of what he found here and there in the state. He was very helpful in that respect.

ARF: What did he find in Los Angeles?

LJR: Well, Los Angeles had a large Mexican element. I can't seem to remember any important foreign element except the Mexicans down there. Los Angeles was made up largely of our own people that had come especially from the Middle West, but they were United States people, they were Americans. But the Mexicans were definitely a foreign group coming in there to work, and we could do things for them.

ARF: In San Francisco was it mainly the Italians you helped?

Q: worked a great deal with him and found him a very capable

people.

Q: How did you get these people together?

A: Well, we did that by going into the cities nearby, like Fresno,

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Q: Mr. Aronovici had done so much in surveying cities and he later

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States people, they were Americans. But the Mexicans were

definitely a foreign group coming in there to work, and we could

do things for them.

Q: In San Francisco was it mainly the Italians you helped?

LJR: The Italians were very prominent here, yes. And there was a German element of considerable size. I failed to find much in the way of the French element here. There were French people, but they did not seem to be the kind that wanted to be guided by us. They were remote, they stayed by themselves. I couldn't do anything with the French here. The Germans were fine; they were cooperative. And the Jews were very, very cooperative here. But the French flocked by themselves. What they did by themselves we never knew exactly. [Laughter]

ARF: Were they better off financially than these other groups?

LJR: Yes. The French were very able business people here. Two or three of the large stores were French, for example.

ARF: But the other groups were mainly laboring class?

LJR: Yes, the others were different.

ARF: Were the Japanese primarily in the delta and down near Los Angeles?

LJR: Yes.

ARF: Feeling seemed to run quite high about the Japanese at that time; this was the time of their exclusion.

LJR: We had a relatively small number of Japanese taking our courses; we didn't feel that they bulked large. They seemed to be a little like the French in that respect. They felt they'd consult their own people, their own leaders, and that that was the way they should do. Not many came into our classes.

ARF: Did the American Legion or the Grange or Paul Scharrenberg's group, who wanted nothing to do with the Japanese, try to steer you around Japanese groups?

Q: The Italians were very prominent here, yes. And there was a German element of considerable size. I failed to find much in the way of the French element here. Their were French people, but they did not seem to be the kind that wanted to be mixed up in. They were remote, they stayed by themselves. I couldn't do anything with the French here. The Germans were fine; they were cooperative. And the Jews were very, very cooperative here. But the French looked by themselves. They stay out of themselves so never were exactly. [unclear]

Q: Were they better off financially than these other groups?
A: Yes. The French were very rich, outstanding people here. They are three of the large stores were French, for example.
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A: Yes, the others were different.

Q: Were the Japanese primarily in the delta and down near the river?
A: Yes.

Q: Feeling seemed to run quite high about the Japanese at that time.
A: This was the time of their exclusion.

Q: We had a relatively small number of Japanese living in the country; we didn't feel that they were a large. They seemed to be a little like the French in that respect. They said they couldn't tell you people, their own people, and that was the way they should be. They were in our country.

Q: Did the American Legion or the Grand Old Lodge of Odd Fellows, or any other group, who would notice to us when the Japanese, it is that you around Japanese groups?

LJR: No, I should say not.

ARF: You didn't feel any pressure?

LJR: No, I didn't feel that, no. It was just that the Japanese didn't fit into our total education picture in great numbers. What happened was this: we'd have 50 people as students in a particular course, and there might be three or four Japanese. You see what I mean? They came in in small numbers; they didn't bulk large. A few came in.

ARF: Do you remember Sidney Gulick, who was in charge of the national committee on American-Japanese relations and who kept trying to organize groups in California?

LJR: I had nothing to do with him officially. I knew him, but I didn't have what you would call business relations with him.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

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Leon J. Richardson



Conrad Loring and Leon Richardson
outside their apartment building
in San Francisco in the 1950's

RECREATION

Golf and Golfing Companions

LJR: Now, let me give you the whole history of my experience with golf. In the year 1908 I felt that I needed physical exercise and that tennis was getting to be too active. It involved quick running, and I felt that wasn't suited to my age then.

This man, Thomas Addison, representative of General Electric on the coast, asked me to come to the Claremont Country Club as his guest one day while he played a round of golf. I had seen golf played in the East and I thought it was one of the stupidest games: you hit a ball and then walk out to see if you could find it! [Laughter] And so, when he asked me to be his guest, I said, "You are my friend, aren't you?"

"Yes."

"Then, I want to say, frankly, that I have a low opinion of golf. I've seen a little of it in the East and I don't care to accept your invitation."

He said then, "You are my friend, aren't you?"

And I said, "I certainly am."

"Well now, I, as your friend, ask you if you will come and be my guest at the Claremont Country Club while I play a game."

"Well, if you put it that way, I'll do so." Whereupon I went. And that was in 1908.

LJR: I watched my friend as he swung his club and hit his ball, and after we had played nine holes he handed his driver to me; he teed up a ball on a par three hole, and he said, "Now, I want you to swing this club as nearly as you can the way you've seen me swing it, and I want you to swing it about twelve times. That's practice. Then I want you to stand up and hit that ball."

I swung twelve times as nearly as I could the way he did. Then I stepped up and hit the ball. By George, it went onto the green! It was a par three hole. I turned to him and I said, "Dr. Addison, will you put me up as a member in the Claremont Country Club?" [Laughter] That one shot was enough to show that I wanted it."

He said, "I'll put you up with pleasure." Whereupon he nominated me and saw that I was elected and then word was sent to me that I had been elected a member. I then began to play, and I have played steadily ever since. Now, I've played 51 years. I happen to know that figure right now. So if you count back 51 you'll see the year in which I began.

A man in San Francisco just asked me to make out a list of all of my victories, so I sent him a typewritten list of every victory to 1953. It was about 25.

ARF: I was wondering what you might be able to tell us about the earlier days of the Claremont golf club.

LJR: The pro at that time was George Smith. He was, in my judgment, an excellent teacher. And the club was not too large, so that the members were friendly and intimate all round and it was a

18: I watched my friend as he swung his club and hit his ball, and after we had played nine holes he handed his driver to me; he took up a ball on a par three hole, and he said, "Now, I want you to swing this club as nearly as you can the way you've been swinging it, and I want you to swing it about twelve times. That's practice. Now I want you to stand up and hit that ball."

I swung twelve times as nearly as I could the way he did. Then I stepped up and hit the ball. By George, it went onto the green! It was a par three hole. I turned to him and I said, "Mr. Robinson, will you put me on as a member in the Clarendon Country Club?" [Laughter] That was enough to show that I wanted it."

He said, "I'll put you in with pleasure." Whereupon he nominated me and now that I am elected and then word was sent to me that I had been elected a member. I then began to play, and I have played steadily ever since. Now, I've played 51 years. I happen to know that figure right now. So if you could back 51 years, you'll see the year in which I began.

A man in San Francisco just asked me to make out a list of all of my victories, so I sent him a typewritten list of every victory to 1955. It was about 55.

19: I was wondering what you meant by able to call us about the earlier days of the Clarendon golf club.

20: The pro at that time was George Smith. He was, in my judgment, an excellent teacher. And the club was not too large, so that the members were friendly and familiar. All right and it was a

LJR: very pleasant aggregation of men to be with. I enjoyed my membership there and my association with the members.

Now, following 1908 only a little, I was sent abroad by the University on University business. And I had in mind that if I had a little leisure time over there I would go to St. Andrews, which was the place where golf first began to be played. Do you know the history of the game? Some Scotchmen went over to Holland about 300 years ago and they saw the Dutchmen playing a game on the ice with a bat and a ball and holes dug in the ice. And they would try to hit those balls into those holes. They said, "Why can't we do something like that on the ground over in Scotland?"

Along the edge of the North Sea there was a lot of vacant ground not good for agriculture, and it was just lying unused. They clipped off the sage and made the first golf course in Scotland. They dug holes and had balls made of gutta-percha, solid. Just carved out -- they were not wound out of thread as they are now -- solid gutta-percha. And the game became very popular among the Scotch, very popular. It was not brought into this country until 1880; that's when we had our first golf course in the United States.

So, I went to St. Andrews. I had played, you understand, for a year or so, but I knew some great teachers were there. Andrew Kirkcaldy was the head pro, and he had 17 assistants to teach. All during the summer months people came to visit Scotland from English-speaking countries -- South Africa, Canada, Australia, New Zealand, the United States -- and a great many

R: very pleasant suggestion of men to be with. I enjoyed my company-

ship there and my association with the members.

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So, I went to St. Andrews. I had played, you understand, for a year or so, but I never saw great courses with links. Andrew Kirkcaldie was the head pro, and he had 15 assistants to teach. All during the summer months people came to visit Scotland from English-speaking countries -- South Africa, Canada, Australia, New Zealand, the United States -- and a great many

LJR: of them coming over wanted to have lessons in golf. So Andrew Kircalda and his 17 assistants were busy during the summer.

I went to Andrew Kircalda's office and I said to him, "I want some instruction."

"All right," he said, "I'll give you one of my best teachers."

And he did. And I received what I now think was excellent instruction early. Golf is a difficult game and you need to have expert advice in order to get the swing just right.

When I came back to California my game then began to develop. I took it up in 1908; in 1912 there was a state-wide tournament of amateurs in California, not professionals, down at the course at the Hotel Del Monte. (They had a golf course right across the road from the Hotel Del Monte, in Monterey.) And I took part in that tournament and do you know, I was man number two? I was runner-up in the state tournament! I've got the trophy right here to show you.

ARF: Is this the state amateur champion match that is now held at Pebble Beach?

LJR: Yes, it's the same thing.

ARF: Is that the one where you competed against C.E. Maud?

LJR: Yes, that's it. He was the winner, he was number one, and I was number two.

ARF: Mr. Nagel, the pro at Tilden, told me that he had caddied for Maud in the 1912 tournament and he said, "Richardson was a very good player and if I had caddied for Richardson he would have won."

LJR: Yes. [Laughter]

of them coming over wanted to have lessons in golf. So I gave
Nichols and his IV assistant some lessons during the summer.

I went to Andrew Nichols' office and I said to him, "I

want some instruction."

"All right," he said, "I'll give you one of my best teachers."

And he did. And I received what I now think was excellent instruc-

tion early. Golf is a difficult game and you need to have expert

advice in order to get the swing just right.

When I came back to California, I was then known as a lawyer,

I took it up in 1903; in 1912 I was a state-wide tournament

of amateurs in California; and professionally, down at the corner

at the Hotel Del Monte. (They had a golf course right across the

road from the Hotel Del Monte, in Monterey.) And I took part in

that tournament and so you see, I was a number one. I was

runner-up in the state tournament. I've got the trophy that goes

to show you.

Is this the state amateur championship trophy that is now held at

Peble Beach?

Yes, it's the same thing.

Is that the one where you competed against C.R. Ross?

Yes, that's it. He was the winner, he was number one, and I was

number two.

Mr. Ross, the pro at Pebble, told me later he had coached for

him in the 1912 tournament and he said, "Nichols was a very

good player and if I had coached for Nichols he would have won."

Yes. [Laughter]

LJR: Now, I want to show you this medal. Some good players never have a hole-in-one and yet, on the other hand, some that are not quite so good have a hole-in-one. There's the Pacific Golf Association "Hole-in-one Club" medal. There's my name.

ARF: This was September 21, 1945.

LJR: Yes, that one was one of four. I've had four. I've had, of course, great luck, and that's a little gold medal that I might wear to show that I was a hole-in-one man. But I don't want to wear it; that would be too conceited. [Laughter]

And I've played, as I say, 51 years. I said to my doctor recently, "Do you think golf is too strenuous for me now that I am 91 years of age?"

And he said, "How many years have you played?"

At that time, when this conversation took place, I said, "I've played 50 years."

"Well, now," he said, "I want to say that I prescribe as a doctor that you continue with your golf, but under these conditions: I think you should limit your play any day to nine holes and not try to play eighteen. That would involve a strain, but nine will not. It will be just the amount of exercise good for you. So I say if you want to live longer play nine holes of golf rather often and you will. But, after having played 50 years if you gave up exercise and just sat in a chair all day you'd die pretty soon. So, as a doctor, I prescribe that you play nine holes a day, quite often."

Now, I want to show you this medal. Some good players never
 have a hole-in-one and yet, on the other hand, some don't
 quite so good have a hole-in-one. There's the little hole.
 Associated with "hole-in-one" is the "hole-in-one" medal. There's my medal.

This was September 21, 1915.

Yes, that one was one of them. I've had them. I've had, of
 course, great luck, and that's a little gold medal that I might
 want to show that I was a hole-in-one man. But I don't want to
 wear it; that would be too conceited. [Laughter]

and I've played, as I say, 21 years. I said to my doctor
 recently, "Do you think golf is too strenuous for me now that I
 am 51 years of age?"

And he said, "How many years have you played?"
 At that time, when this conversation took place, I said,

"I've played 20 years."

"Well, now," he said, "I want to say that I prescribe as a
 doctor that you continue with your golf, but under these condi-
 tions: I think you should limit your play any day to nine holes
 and not try to play eighteen. That would involve a strain, but
 nine will not. It will be just the amount of exercise good for
 you. So I say if you want to live longer play nine holes."

Golf rather often and you will. But, after saying this, he said
 it you gave up exercise and just sat in a chair all day long
 the pretty soon. So, as a doctor, I prescribe that you play
 nine holes a day, and be content."

Holes-in-One

Hole no. 13 at the Claremont Country Club,
12 August 1912. Witnesses:
Stockton Axson and Edward
Eliot.

Hole no. 13 at the Claremont Country Club,
16 December 1917. Witness:
Warren Gregory

Hole no. 5 at the Tilden Park course,
8 October 1939. Witnesses:
Frank Butler, Neal Petty, Al
Blackburn, and John Richardson.

Hole no. 3 at the Tilden Park course,
21 September 1945. Witnesses:
Dr. Recter Johnson, Rene Ruster,
and John L. Williams.

Hole-in-One

- Hole no. 13 at the Clarendon County Club,
11 August 1913. Witnesses:
Stanton Lamm and Edward
Blist.
- Hole no. 12 at the Clarendon County Club,
18 December 1917. Witness:
Warren Gregory
- Hole no. 5 at the Hidden Park course,
8 October 1937. Witnesses:
Frank Miller, Neal Kelly, Al
Blackman, and John Richardson.
- Hole no. 3 at the Hidden Park course,
21 September 1945. Witnesses:
Dr. Rector Johnson, Rene Gustaf,
and John E. Williams.

ARF: And you do this?

LJR: Yes, I do. I play nearly every day. Now tomorrow I'm on duty at the University running my correspondence courses; I go over every Thursday and pick up the papers. But other days, if business doesn't interfere, I try to go out in the morning right after breakfast and play nine holes. You know, I can do that in an hour and a half; it doesn't use up the whole day and I'm all through by eleven. This morning I was all through at half past ten. You see, I can do it rather quickly. In that way I can get home and have the afternoon and evening for work. But that amount of exercise -- nine holes -- seems to be just what I need. My doctor calls attention to the fact that I'm over 90 and I haven't a trace of arthritis. I am just as limber as a cat. I never got rheumatism and he said, "You've done it through that exercise. And so that's why, as a doctor, I'm prescribing it. You keep it up."

ARF: When did you win your last match or tournament?

LJR: I think 1955 was my last. I had had one piece of unfortunate experience: I went to get my automobile license renewed and when I spoke to the man he said, "How old are you?"

"I'm 90 years old."

He said, "You're too old to drive an automobile. I will not renew your license." And he said it with so much emphasis that I didn't argue the case with him. I didn't tell him that I played golf and that I was active. So I came back and sold my automobile and I now don't have one.

And you do that?

Yes, I do. I play nearly every day. Now tomorrow I'm off to the University running my correspondence course: I go there every Thursday and pick up the papers. But other days, if possible, I try to get out in the morning right after breakfast and play nine holes. You know, I can do that in an hour and a half; it doesn't use up the whole day and I'm all through by eleven. This morning I was all through at half past ten. You see, I can do it rather easily. In some ways I can sit home and have the afternoon and evening for work. But that's not at exercise -- nine holes -- I mean to say that I read. My doctor calls attention to the fact that I'm over 50 and I haven't a trace of arthritis. I was just as lively as a cat. I never got rheumatism and he said, "You're doing it through your exercise. And so that's why, as a doctor, I'm prescribing it."

You keep it up."

When did you win your last medal in tennis?
I think 1955 was my last. I had had one place of importance
experience: I went to get my automobile license renewed and
when I spoke to the man he said, "How old are you?"

"I'm 50 years old."

He said, "You're too old to drive an automobile. I will
not renew your license." And he said it with no such emphasis
that I didn't argue the case with him. I didn't tell him that
I played golf and that I was active. So I came back and said
my automobile and I now don't have one.

LJR: Now, when I took part in the senior golf association tournament I had to use my automobile going to the place. And while I was staying in the hotel (we played for four days), I would go from my hotel in my automobile to the course, and sometimes there were two courses during the four days' play. And the result is that for the last two years I couldn't play in the senior golf course simply because I have no automobile. It's simply because I have no automobile.

ARF: Mr. Nagel told me there was one outstanding characteristic about your playing golf now. He said, "He does everything the way it should be done. He goes right down the middle of the fairway."
[Laughter]

LJR: Well, now, I want to give you a little more. The players who are careless move their arms the way you see mine swinging.

ARF: With elbows bent?

LJR: Yes. But the players who are highly trained keep the left arm straight. You see now what a difference that makes? Here, I make the swing this way. Now see [swinging] -- straight -- straight -- straight -- straight -- there's more power in it.

ARF: You really get a swing.

LJR: Yes. So that the secret of my best play is seeing that I keep the left arm straight. I get greater power that way.

And then there is one other little psychological matter. When you stand up in front of the ball and you're just about to make the swing, not only do you keep this arm straight, but have a kind of feeling that you're pushing the club down and out.

- UR: Now, when I took part in the senior golf association tournament I had to use my automobile going to the place. And while I was staying in the hotel (or stayed for four days), I would go from my hotel in my automobile to the course, and sometimes there were two courses during the four days' stay. And the result is that for the last two years I couldn't play in the senior golf course simply because I have no automobile. It's simply because I have no automobile.
- RF: Mr. Nagel told me there was one outstanding characteristic about your playing golf now. He said, "He does everything the way it should be done. He goes right down the middle of the fairway."
- [Laughter]
- UR: Well, now, I want to give you a little more. The players who are careless move their arms and legs and swing around.
- RF: With elbows bent?
- UR: Yes. But the players who are strictly proper keep the left arm straight. You are now what a difference that makes? Now, I make the swing this way. You are [imitating] -- straight -- straight -- straight -- straight -- that's more power in it.
- RF: You really got a swing.
- UR: Yes. So that the secret of my best play is seeing that I keep the left arm straight. I get greater power that way.
- UR: And then there is one other little psychological matter. When you stand up in front of the ball and you're just about to make the swing, not only do you keep this arm straight, but you have a kind of feeling that you're pushing the club down and up.

ARF: As you draw back to make the swing.

LJR: Yes, as I draw back -- push it out.

ARF: And that brings that right knee down.

LJR: Yes, it does.

ARF: You were telling me some of the people that you played with. You often played with Professor Plehn.

LJR: And Charles Mills Gayley.

ARF: And Professor Crawford.

LJR: And Professor Crawford, that's true. Crawford is dead now. Well, let's see. Plehn is dead. And Charles Mills Gayley -- they're all dead! I played a great deal with those three men, a great deal.

ARF: This friendship of yours with Professor Gayley was a very long one, wasn't it?

LJR: It was. There were a good many reasons why. To begin with, his birthday was the 22nd of February and so is mine. He was born in 1858. I was born in 1860. And he taught English at the University of Michigan and I took his courses, including a seminar with him, and this friendship lasted through all the years. Russell Tracy Crawford

ARF: Didn't you have something to do with Professor Crawford's finishing Florian Cajori's translation of Newton's Principia?

LJR: Yes. Before you turned on the tape-recorder I showed you the volume and I showed my name there in two places. I translated

Q: Did you draw back to make the change?

A: Yes, as I draw back -- pass it out.

Q: And that brings that right man down.

A: Yes, it does.

Q: You were telling me some of the people that you played with.

A: I often played with Professor Flinn.

Q: And Charles Willie Gayley.

A: And Professor Crawford.

Q: And Professor Crawford, that's true. Crawford is dead now. Well,

A: Let's see. Flinn is dead. And Charles Willie Gayley -- that's

all dead! I played a great deal with those three men, a great

deal.

Q: This friendship of yours with Professor Gayley was a very good one,

wasn't it?

A: It was. There were a good many reasons why. To begin with, his

birthday was the 23rd of February and so is mine. We were born

in 1850. I was born in 1850. And he went to law at the

University of Michigan and I took his course, including a

seminar with him, and this friendship lasted through all the

years.

Russell Tracy Crawford

Q: Didn't you have something to do with Professor Crawford's trans-

lation of the translation of Newton's Principia?

A: Yes. Before you turned on the tape-recorder I looked for the

volume and I showed my name twice in two places. I translated

- LJR: some things for that volume.
- ARF: In addition to the poem you have in front of it?
- LJR: Let me get that and let you see just what that was. There, you see, on this page it says, "Principia, Ode by Edmund Halleck," and it's translated by me.
- ARF: This is an ode to Newton. Did you translate any of the Principia itself at all?
- LJR: No, just in this spot here enumerated. By the way, Crawford's wife is still living and she has lots of information. She's an intelligent woman. I've had many pleasant talks with her.
- ARF: Could you give us a picture of the sort of man Mr. Crawford was?
- LJR: Well, to begin with, he had one of the world's most fascinating subjects, astronomy, and he talked about it in a manner that brought out vividly the things that he thought worthwhile emphasizing. He would lecture on phases of astronomy, as, you know, in the University, and when he took up particular subjects -- like, for example, our sun's satellites, Mars, Jupiter, and so forth -- he talked about them in a fascinating way, and then he always brought in some very interesting speculation: do other stars have planets and what is the evidence there? And he would talk about that in such a way as to bring the sweep and the infinitude of the universe vividly before one. He would say, "Here is a planet, the Earth. People inhabit it. We must suppose that there are other planets attached to other suns where there are creatures like ourselves." And he could do that, and that would make his subject very interesting, presenting it that way. He could talk

E: some things for that volume.

F: In addition to the poem you have in front of it?

E: Let me get that and let you see just what that was. There, you

see, on this page it says, "Principles, One by Edmund Spenser," and

it's translated by me.

F: This is an ode to Newton. Did you translate any of the Principles

itself at all?

E: No, just in this case here enumerated. By the way, Spenser's

who is still living and she has lots of information. She's an

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for example, our own satellite, Mars, Jupiter, and so forth --

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brought in some very interesting speculation: do other stars have

planets and what is the evidence there? And he would talk about

that in such a way as to bring the sweep and the influence of

the universe vividly before you. He would say, "There is a planet,

the earth. People inhabit it. We must suppose that there are

other planets attached to other stars where there are stars

like ourselves." And he would go on, and that would make his

subject very interesting, presenting it that way. He could talk

LJR: about it in a fascinating way, along just the lines I've indicated.

He didn't take astronomy as a science in which distances are measured and interrelations given as to how many days each one of the planets takes to go around the earth, and so forth; he brought in these aspects that might be said to be of human interest.

ARF: Almost philosophical in nature?

LJR: Well, they were philosophical, but they were also human interests. There was a phase of his subject that involved human interest and he presented that along with the scientific matters of measurement and so forth. He didn't neglect those. He did justice to them. But he also had the larger human phase of the subject that he would present.

ARF: He must have been a very effective teacher.

LJR: He was very effective, oh, very. People who worked under him and people who studied with him were enthusiastic about him, yes.

C.C. Plehn

ARF: This reminds me of the stories of Professor Plehn and his theoretical \$50,000 peanut stand by the Campanile. Did he ever help you in your Extension work with economics classes?

LJR: Yes, he did. He helped me pick out teachers who would present his subject as a part of adult education, men and women who would go out to certain cities in California and teach some phase of economics. Oh, yes, he was helpful to me and he was sympathetic with the business that I was trying to carry out.

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ARF: You told me you made quite a number of speeches on the tariff when you first took over Extension because of public interest in it. Did he help you anywhere?

LJR: No. Americanization was one of my big subjects. Tariff is a special subject and it's closely connected with politics, and I didn't give the time and attention to it that I did to Americanization; that's a big, broad, fine subject, but the tariff is a political interest.

ARF: Almost for the political scientist or economist to tackle. That is why I thought Professor Plehn might have boned you up a little bit on it. [Laughter]

LJR: Now, my relation with him was just that. I'd go to him and say, "Carl, now I want a good man to go out and teach economics as part of adult education. Will you find such a man? Help me find such a man." And he'd say "I'll do my best." And perhaps in a week or two he'd say, "I think I've found just the person for you."

ARF: Wasn't Plehn a member of the Berkeley Club, around 1910?

LJR: Yes, he was.

James Kennedy Moffitt

ARF: There hasn't been much written about Mr. Moffitt.

LJR: No. He was four years older than myself. He got his bachelor's degree at the University of California in 1886. The regents in 1941 gave him an LL.D. degree. He married Pauline Fore; he was president of Blake, Moffitt, and Towne, an important business;

Q: You told me you made quite a number of speeches on the tariff when you first took over extension because of public interest in it. Did he help you anywhere?

A: No. Americanization was one of my old subjects. Tariff is a special subject and it's closely connected with politics, and I didn't give the time and attention to it that I do to Americanization; that's a big, broad, fine subject, and the tariff is a political interest.

Q: Almost for the political scientist or economist to tackle. That is why I thought Professor Plish might have posed you as a little bit on it. [Laughter]

R: Now, my relation with him was just that. I'd go to him and say, "Gee, now I want a good man to go out and teach economics as part of adult education. Will you find such a man? Help me find such a man." And he'd say "I'll do my best." And sometime in a week or two he'd say, "I think I've found just the person for you."

Q: Wasn't Plish a member of the Executive Club, around 1910?

A: Yes, he was.

James Kennedy Moffitt

Q: There hasn't been much written about Mr. Moffitt.

A: No. He was four years older than myself. He got his bachelor's degree at the University of California in 1896. The year after that he got his LL.D. degree. He married Louisa Thorne; he was president of Black, Moffitt, and Towne, an important business;

LJR: he was chairman of the executive committee of the Crocker First National Bank of San Francisco; he was director of the California Insurance Company; likewise a director of the Remedial Loan Association; and he was director of the Schmidt Lithograph Company; he was also regent of the University of California.

I have told you that he was best man at my wedding on the 26th of April 1900. I cite that to show that he was a very intimate friend of mine. He gave a luncheon to about 30 men every year shortly before Christmas and that custom of his lasted 20 or 30 years. At those luncheons he asked the men to make little speeches about the problems that California and the United States were facing. So the conversation was always worthwhile and men would rise and make comments on particular points that were of much value for us to know about.

ARF: Whom did he invite to these luncheons?

LJR: They were about one-third University professors and two-thirds business and professional men, like lawyers and doctors.

ARF: And were these his close friends?

LJR: No, he chose the men of the general region that he thought had valuable ideas. Friendship wasn't the basis of it, so that the men came there feeling that it was an opportunity to present ideas in an effective way and also to learn a great deal about what thoughtful men were thinking about the problems of the day.

He and I were both interested in gardening. He had an acre of ground around his home in Piedmont, and when I asked him if

he was chairman of the executive committee of the Greater First National Bank of San Francisco; he was director of the California Insurance Company; he was a director of the Remedial Loan Association; and he was director of the Schmitt Lithography Company; he was also agent of the University of California. I have told you that he was best known as my working on the 26th of April 1900. I also told you that he was a very intimate friend of mine. He gave a luncheon to about 30 men every year shortly before Christmas and that consisted of 15 seated 20 or 30 years. At these luncheons he asked the men to make little speeches about the problems that California and the United States were facing. So the conversation was always worthwhile and men would rise and make comments on particular points that were of much value for us to know about.

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LJR: he would like to learn to play golf and have that diversion he said, "No, I wish to spend the whole of every Saturday, if possible, working in my garden." We had a great deal to communicate. I had a garden, and I worked in mine, so we had a lot to exchange there.

Now, he had one idea that I want to present very clearly. Namely, that he would never talk with anybody about the things he was connected with unless that person were connected also with that. He would never talk to me about the University in general -- he was a regent -- except in connection with the Extension Division and adult education, in which I was directly involved, being chairman of the Extension Division. So when you wrote me to tell you what he thought about certain things the regents were doing, I could only say that according to his habit he would never mention to me anything the regents were doing unless I was officially connected with that particular activity. So I am not able, you see, to give you an answer to your question as to what he thought about certain things the regents were doing. He never discussed those things.

ARF: I see. Yes, I was most interested in this sub-committee he was on to work out the new senate rules in 1920.

LJR: He never mentioned that to me although he was my intimate friend.

If I had any need of his help he was always right there to give it. My second wife had a long illness and I had to send her to a hospital.

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He never mentioned that to me although he was my intimate friend.

If I had any need of his help he was always right there to

give it. My second wife had a long illness and I had to send

her to a hospital.

ARF: This was Ruth Loring?

LJR: Yes. And I wanted her not to be in the general ward, but to have her own room. This lasted long enough so that between the cost of the room, the cost of the night and day nurses for that room, and the cost of the physicians in attendance, I had a bill of, as I now remember, something over \$2,000. I mentioned this to Jim. He said, "Don't worry, I'll supply that money without any question immediately so that you can pay that all right off, and then you can pay me when you want to."

I took the money from him, paid all those bills after my wife died, and I then proceeded to figure out just how much I could give him from my salary each month and wipe that debt out. And I did, I paid back every dollar of over \$2,000 that he had quickly put in my hands when I needed it. That was the kind of man he was, that is the kind of relation we had. And I remember very well that he told me I could pay that, not by giving it to him, but by giving it to a particular officer in the bank from whom he had taken that money. And when I paid my last contribution working regularly every month, the man in that department said, "I wish we could loan money to more men like you."

[Laughter]

ARF: How was he unique?

LJR: I notice it only in this respect. He was not talkative about his work as a regent. Some of the other regents were talkative. Jim was never talkative about anything that was going on in the regents, he never mentioned these things to me.

This was with Loring?

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[Laughter]

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I noticed it only in this respect. He was not collective about his work as a parent. Some of the other teachers were collective. Jim was never collective about anything that was going on in the regard, he never mentioned these things to me.

- ARF: I noticed in reading some old Daily Cals that he was, back in 1899 or 1909 (they gave a conflict of dates there), alumni representative on the student executive committee. Do you remember his work with that?
- LJR: No, he never said anything to me about it, no.
- ARF: So that he was very close to the University's affairs even before he became regent apparently.
- LJR: Yes, he was, yes.
- ARF: According to the Daily Cal he stayed with this until the day he became regent.
- LJR: Yes. Our relation was a very remarkable one in that respect. He was a close friend. He seemed to be fond of me and I certainly was very fond of him, but his talk came right to an end at a certain line. He never would mix his business in our talk, never.
- ARF: Faculty members communicating directly with regents had been a pretty tender issue in 1922 and 1923.
- LJR: Yes, I remember that, simply in this way: it was brought to my attention at that time and I remember that it had been my habit never to talk to the regents. I thought that the president must talk to the regents, but not a single member of the faculty. I had carefully avoided that, although I knew some of the regents personally very well; I played golf with some of them and I had that informal, easy relation, but I never mentioned to them any matter of the sort you just described. Never. I thought it was the president's job to do that, and if I attempted to talk about it it would introduce confusion, it might. I might not say the right thing.

I noticed in reading some old Early Cal that he was, back in 1939 or 1940 (they have a conflict of dates there), almost representative of the student executive committee. He was

remembered his work with that.

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it it would irritate confusion, it might. I might not see the

right thing.

- LJR: I feel that I am giving you extremely little, today, of any value. My main point is that James Kennedy Moffitt would talk freely only to people who were involved in the business, and that was his habit.
- ARF: I wonder if you noticed in 1940 that when Moffitt's term as regent expired that Olson did not want to reappoint him. What was the basis of this?
- LJR: I think it was political, but I say that now. It was political and I think that explains it. The governor couldn't use Moffitt the way he wanted to and so he didn't want to foster a closer relation with him on that account.
- ARF: For a while the governor put Mosk in. I believe there was a feud between Olson and acting governor Ellis Patterson at that time.
- LJR: I don't recall anything. I feel that I'm not of much use to you because I avoided many of those things, purposely.
- ARF: Perhaps you could just give some further idea of what kind of a man Mr. Moffitt was.
- LJR: Well, now, I think Mr. Moffitt did very conscientiously his duty. When he was appointed to any particular function and he accepted it he did his duty very conscientiously. I never knew a person who was more conscientious in the performance of his duty than Jim Moffitt. He would exert himself to the extreme limit to do what he thought was right. And, as I say, one of his principles was never to talk to anybody that isn't officially connected with the particular activity that was up in his mind.

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what he thought was right. And, as I say, one of his principles

was never to talk to anybody about his official connections

with the particular activity that was up in his mind.

- ARF: I found a note that he had given \$10,000 in 1930 to start a foundation for medical research as a memorial to Pauline Fore Moffitt.
- LJR: Yes, his wife. You know, do you not, that Jim Moffitt's brother was a very eminent doctor, Herbert C. Moffitt?
- ARF: I didn't know whether they were related or not.
- LJR: Oh, yes, Dr. Moffitt was his brother. And that's why he gave that money that you've just spoken of. It was through his relation with his brother.
- ARF: With the Hooper Foundation?
- LJR: Yes.
- ARF: James Moffitt seemed to be a popular person, too. There were over 1,600 students who signed the petition for him to be reappointed to the board of regents when the governor didn't do it.
- LJR: Yes, that was characteristic. He was a man who had the capacity to make friends, but he did it always in the right way -- not "If you'll be my friend I'll do things for you" -- that wasn't it. But he seemed to feel that a friendship was something sacred and it should be based on the nature of the two persons involved. If they were sympatico that relation came about naturally, but never through any illegitimate promises.
- ARF: Exploitation, or --
- LJR: Never! Never!
- ARF: I believe he had quite a library of books.

I found a note that he had given \$10,000 in 1930 to some a
 foundation for medical research as a memorial to William W. W.

Yes, his wife. You know, he was not, but his wife's name was
 was a very eminent doctor, Harriet G. W.

I didn't know what his wife was related to now.

Oh, yes, Mr. W. W. W. was his brother. And that's why he gave

that money that you've just spoken of. I was through the
 tion with his brother.

With the W. W. W. Foundation?

Yes.

James W. W. seems to be a popular person, too. There were

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Never! Never!

I believe he had quite a library of books.

LJR: Oh, my, I spent much time in his library because it was one of the best privately-owned libraries that I knew. We were both interested in books, and I often went to his home and spent hours in his library and we had delightful times, he telling me about his impression of this book or that or how he happened to find this book or that; that was a mutual interest for us so that I enjoyed his library myself very much and enjoyed greatly our conversations in it.

ARF: I noticed he has over 350 editions of Horace; Horace is one of your favorites too, isn't he?

LJR: I taught Horace in the University, yes, and I also had many books dealing with Horace.

ARF: Where did he pick up these books of his?

LJR: Well, now, it is very easy for any scholar to communicate with publishers and say that he'd be glad to receive their publications advertising the books they have for sale.

ARF: I thought perhaps that if he traveled a great deal he might have run across some of these himself in a dusty corner of a bookshop.

LJR: No, it was not done that way; it was done by sending a letter to an important house that supplied those books saying, "I shall be glad to receive all your advertisements." That's the way he did it, and that's the way I've done it, not by traveling to those places and going into their shops and establishing a relation that way. And James bought so many books from those men that they naturally felt it paid to send their advertisements to him so that he was kept well informed.

Oh, my, I spent most of his life in his library because it was one of the best privately-owned libraries that I knew. We were both interested in books, and I often went to his home and spent hours in his library and we had delightful times, he telling me about his impression of this book or that or how he happened to find this book or that; that was a natural interest for us as that I enjoyed his library myself very much and enjoyed greatly our conversations in it.

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ARF: There is one other question. You may not know about this, but the Daily Cal says that in 1951 he headed a group of alumni who requested that the board of regents drop the litigation that had arisen from the loyalty oath issue for the faculty. Do you know which litigation this was?

LJR: No, I have no information on that, no, no information at all.

ARF: Do you have any idea what his viewpoints would be on the loyalty oath issue?

LJR: He never talked to me about it, no, never mentioned it.

ARF: He apparently made some public statement and I thought maybe from that you would know.

LJR: No, I don't.

ARF: So many regents in the twenties and thirties came to look upon the University as primarily a large business machine. Perhaps we saw this with the rise to power of the comptroller-and-business-man type of president. Now, did Moffitt go along with this?

LJR: No, he did not, certainly, because his interest was in the University as an institution that was fostering learning in the very best sense of that word, in the widest sense of that word. Not a special training for any particular vocation, but an institution that fostered learning, and his own library was a perfect illustration of that. His books covered a very wide range of learning, not a specialty, not a single specialty, but a wide range of learning. I can be perfectly sure about this point. I knew him so intimately that that came out very clearly to me.

Q: There is one other question. You say you knew about this, but the Daily Mail says that in 1931 he wanted a group of about 400 requested that the House of Commons from the litigation that had arisen from the Daily Mail case for the litigation. Do you know which litigation this was?

A: No, I have no information on that, no, no information at all. No you have my idea what his response would be to the litigation?

Q: He never failed to be about it, no, never mentioned it. He apparently made some public statement and I thought maybe from that you would know.

A: No, I don't. Q: As many persons in the theatre and criticism came to look at the University as primarily a large business machine. Perhaps we saw this with the rise to power of the corporatist movement. Now, the Wells as alone with this? A: He did not, certainly, because his interest was in the University as an institution that was together, looking in the very best sense of that word, in the widest sense of that word. Not a special training for any particular vocation, but an institution that fostered learning, and his own library was a perfect illustration of that. His book covered a very wide range of learning, not a specialty, not a single specialty, but a wide range of learning. I can be perfectly sure about this point. I knew him so intimately that I can be very certain to be.

ARF: Going from the University to a larger community, what did he think of the change between the Republicans and the Democrats in the national administration in 1932? Was he a Democrat?

LJR: [Laughter] You know, he never told me. He never told me whether he was a Democrat or a Republican.

ARF: Did he ever discuss foreign affairs or national affairs?

LJR: No, not that I can now recall. If so, it was nothing that bulked large enough for me to carry it in my memory now, no.

ARF: You don't have any impressions about whether he agreed with you or varied from your view-point or anything?

LJR: No, our conversation didn't develop anything of that sort.

ARF: It is intriguing to see here an obviously big business man who made the statement in the controversy over his regency in 1941 that he had been called a Socialist for so long that it seemed funny to have his old Democratic friends refer to him as reactionary. [Laughter]

LJR: He never talked about those things to me at all that I can recall.

ARF: But he did have this deep, abiding concern for the University as an educational institution.

LJR: I want you to get that clear. He thought the University as fostering learning and knowledge in the very best sense of those terms could in such a way benefit the community, using community in a large sense -- the state and the country. Those ideas he had strongly, very strongly, yes.

ARF: So that while he was a contributor to the Hooper Foundation and the professional medical school he had a deep concern for a broad, general education?

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 And what while he was a contributor to the Hoover Foundation and
 the Professional Medical School he had a deep concern for a
 good, general education?

LJR: Oh, yes, he certainly did. His library showed that, and his talk with me showed it very definitely.

ARF: To get specific, what, for instance, did he feel about the place of the ancient languages in the curriculum?

LJR: He was favorable to Greek and Latin and Sanskrit; oh, yes, he saw the value of those three languages in the scholarly world, and he wanted the University to be strong in those three. He was very much interested in what Professor Arthur Ryder was doing in Sanskrit. Ryder was a man who not only taught well but who wrote books on Sanskrit literature that are still in existence. Why, I was at the University Saturday and I picked up in the

Morrison Library one of his volumes on Sanskrit literature that they are using now there. Sanskrit and Greek are highly important for anyone who is making an English dictionary. We have several words that come just from the Sanskrit. And I can state positively that Jim saw the importance of a University's handling well these languages, Latin, Greek, and Sanskrit.

ARF: What about philosophy and history?

LJR: Yes, well, you remember that he was very intimate with Professor Howison. He admired him and he went to see Professor Howison often and had long talks with him. He was deeply impressed with the value of what Professor Howison was teaching in the University. So that I am perfectly sure there that he had nothing short of enthusiasm for Professor Howison's work. He valued it highly.

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talk with me showed it very distinctly.

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often and had long talks with him. He was deeply impressed with

the value of what Professor Morrison was teaching in the univer-

sity. So that I am perfectly sure there that he had coming

about of enthusiasm for Professor Morrison's work. He valued

it highly.

ARF: Would you like to say anything else that would help to give us a picture of the man?

LJR: Well, I think I've given you the fundamentals. His interest in the University was as an institution that fostered learning in the widest and best sense; that's the fundamental idea that was in his mind, and it was in his life, too, you saw it right in his library, his library would illustrate just what I've remarked.

ARF: He must have had a deep enthusiasm for your Extension work, too, as you went out into the state and brought the University to the people.

LJR: After I became director of the Extension Division I talked over with him the plan to write an editorial on adult education once a week and send it out through University channels, and to lecture, if possible, twice a week myself in communities. Jim thought that was just right, just admirable, and he commended me for that, encouraged me to go ahead and do it.

Oh, he was my most intimate friend; I think of him now as, during my life in California, as my most intimate friend. That was Jim Moffitt.

Swedish Massage

LJR: You read the article, didn't you, in the Call-Bulletin, that explains how I have been able to maintain my health? When I was at Berlin I discovered that the Swedish people were the healthiest people in Europe. So whenever I met Swedes in Berlin

ALF: Would you like to say anything else that would help to give us a

picture of the man?

ALF: Well, I think I've given you the fundamentals. The interest

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Swedish Mission

ALF: You read the article, didn't you, in the Call-Bulletin, that

explains how I have been able to maintain my health? When I

was at Berlin I discovered that the Swedish people were the

healthiest people in Europe. So whenever I get downed in Berlin

LJR: (and they came down in great numbers to trade there), I said,

ARF: "How do you do it?"

LJR: "Why, entirely by massage, that's the explanation of it."

"Can you teach me?"

ARF: "Certainly we can." Whereupon they taught me. There are

LJR: two kinds of Swedish massage: one is hot and cold water, and I didn't want that; the other is the use of the palm. There are 12 motions of the palm in their system, and if you do that you will live to be 100 years old and you'll keep beautiful health all your life. And I learned it and I give myself the Swedish palm massage every morning when I get out of bed, every day when I dress for dinner, and every night before I go to bed. And I have done that for so many years that I can't tell you when I began, but I never miss it. I do that as regularly as I sleep each day. And I know perfectly well, and so my doctor knows too, who knows me well, that my wonderful health for this age is due to that. I can run and jump now just like a small boy; I can turn a hand-spring, and I'm limber.

ARF: I noticed your movements have none of the jerkiness that one usually associates with age.

LJR: Yes. I don't suppose you're interested in what the massage is?

ARF: I am. I thought maybe you could run through that.

LJR: I can. [Showing a small, typewritten card] You do that three times a day to live to be 100 years old, and you'll have perfect health. Now, the pate is the top of the head. [Massaging his scalp with fingers] That's number one. The ears are done this

weight of the body is of the middle of the feet.

125: (and they came down in great numbers to break chains), I said,

"How is your life?"

"Why, entirely by massage, that's the explanation of it."

"Can you teach me?"

"Certainly we can." Whereupon they taught me. There are

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palm massage every morning when I get out of bed, every day when

I dress for dinner, and every night before I go to bed. And I

have done that for so many years that I can't tell you when I

began, but I never mind it. I do feel as regular as I sleep

each day. And I know perfectly well, and so my doctor knows too,

who knows me well, that my wonderful health for some time is due

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times a day to live to be 100 years old, and you'll have perfect

health. Now, the palm is the top of the hand. [Massaging his

scalp with fingers] That's number one. The next are done with

LJR: way. [Rubbing both sides of ears with fingers]

ARF: On each side, up and down.

LJR: The nape is done that way, back to front. The cheeks, though, must always be done up, never down. Up, up, up.

ARF: About how many times do you do that?

LJR: I do the whole thing in ten minutes.

Now, the armpits, with the hand, from front to back, pull.

Upper spine, you have to learn to reach back, with some difficulty, to the upperspine.

Lower spine, that's easy, just massage up and down.

Stomach, that's very important. In the ten minutes that I devote to this whole series I do this part three minutes.

ARF: So that gets more than each of the others. And you are using a circular motion on your stomach.

LJR: Yes. Then the right groin tendon. There is a tendon that comes right up on the inside of the leg and goes into the body, and when you discover that tendon you get hold of it down by the knee and you pull up on it all the way. And then, on the other side, there's another one.

Then the right foot and the left foot. The foot motion is interesting and very important. This is the way the Swedes do it. You work all around the foot a little, and then massage from the big toe to the little toe with the thumb, and that keeps the toes in good shape. They are very important.

ARF: That's important for walking, isn't it?

LJR: Yes, and by the way, in walking, you should try to feel that the weight of the body is on the outside of each foot.

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- LJR: Yes, and by the way, in walking, you should try to feel that the
- ARF: That's important for walking, isn't it?
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- knee and you pull up on it all the way. And then, on the other
- when you discover that tandem you get hold of it soon by the
- right up on the inside of the leg and goes into the body, and
- LJR: Yes. Then the right, right tandem. There is a reason that comes
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- ARF: So that gets more than each of the others. And you are going to
- devote to this whole series I do this part three minutes.
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- LJR: I do the whole thing in ten minutes.
- ARF: About how many times do you do that?
- must always be done up, never down. Up, up, up.
- LJR: The hands in a line, back to front. The elbows, though,
- ARF: On each side, up and down.
- LJR: way. [Lauding both sides of each with finger.]

ARF: Where the skeletal structure is the strongest.

LJR: Now [demonstrating], you put your heel down first, then you rock forward so the weight is on the outside of the foot.

ARF: How did you get interested in health?

LJR: My mother was quite interested in maintenance of health but, of course, she knew nothing about this massage. I got that after my trip to Berlin as a student. She was 86 when she died. My father died when he was 75. When my father and mother got to the point where my father's business was over, they were living in the East. I brought them to Berkeley and I kept them both here until they died. My father lasted one year after, but my mother lived several years in my home.

ARF: Did either of them follow your prescription for good health?

LJR: No, not at all, they didn't know anything about those things. I found they couldn't quite do it.

The Art of Walking

LJR: I wrote an article on the art of walking for the Journal of Health and Physical Education, March 1937.

ARF: How did you get interested in this?

LJR: I think that was a purely spontaneous thing; it just occurred to me one day in looking at Charlie Chaplin. You know who he is?

ARF: Of course.

LJR: Charlie Chaplin walked this way. I said, "Toeing out really is ridiculous, but nearly everyone does it." And I began to read a little about the subject and I found that toeing out was

Where the spinal structure is the strongest.

Now [demonstrating], you put your heel down first, then you rock

forward so the weight is on the outside of the foot.

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course, she was not at all about this movement. I got that after

my trip to Berlin as a student. She was 15 when she died. My

father died when he was 75. When my father and mother got to

the point where my father's business was over, they were living

in the West. I brought them to Germany and I kept them both

here until they died. My father lived one year after, but my

mother lived several years in my home.

Did either of them follow your prescription for good health?

No, not at all, they didn't know anything about those things.

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The Art of Weiling

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How did you get interested in this?

I think that was a purely spontaneous thing; it just occurred to

me one day in looking at Charlie Chaplin. You know who he is?

Of course.

Charlie Chaplin would say, I said, "Telling me really is

ridiculous, but really everyone does it." And I began to know

a little about the subject and I found that there was

LJR: considered bad by the experts. They wrote that we get all the toes including the little toe to function in the step if we put the foot down straight ahead. But if you toe out, it's only the great toe and the toe next to it that function. So I then proceeded to study the subject and investigate it in every way I could; that article is one of the results of that.

And here is a very interesting thing. I had been giving this talk on walking and all of a sudden a man appeared from Hollywood. He said, "I have been sent to you by the Hollywood association of actors and actresses and we understand that you think Charlie Chaplin is ridiculous and we want to know if the men and women who are in serious roles should avoid toeing out. Should the women, if they want to look charming on the stage, step forward with the foot straight ahead?" (They toed out, at that time, for "charm.")

I told this man to go back and tell the men and women -- especially the women -- that if they would practice it they could have a straight-ahead gait that was beautiful and much more wholesome and better, because all the toes would function in the step. They could walk farther without fatigue that way. And so he went back to Hollywood and gave that message. You know, in watching the movies right after that, I was very much interested to see the women walking on the stage with their feet straight ahead. Now, I don't know whether that has continued to this day, but it did right after my interview with that man, and I noticed in the months following that the women

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toes including the little toe to function in the step if we

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interested to see the women walking on the stage with their

feet straight ahead. Now, I don't know whether that has com-

ing to this day, but it did after my interview with

that man, and I noticed in the motion following that the women

LJR: walked that way on the stage.

ARF: Is it also true that your system of walking was adopted by the army?

LJR: Well, I think it is -- although I cannot state that positively -- because I used to go over to San Francisco where the soldiers at the Presidio were drilling, and I talked with the officers about it. And I can merely say that I passed the word over to them. And what I said to them that interested them was, "If two men walk, one toeing out and one straight ahead, and you test to see who can walk the farthest in one day, you'll find it's the man who walks straight ahead that can walk farthest. The man that toes out will get tired before the other man." That interested these officers that I talked with.

Now, to what extent they put that into practice -- I know they did immediately after I gave it to them, but whether that lasted or not, I can't say, I haven't been in a position to investigate it. But when I told these officers that the man who walked straight ahead with his feet would walk more miles in a day than the man that toed out, that interested them because they wanted a gait that suited the soldiers that had to make long marches. They needed it.

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they wanted a gift that would be valuable that had to cost him

nothing. They needed it.

RETIREMENT

OPA Gas Rationing

- LJR: In connection with the war that was going on in 1942, I was made an officer of the federal government. I had a board which regulated the amount of gasoline that private individuals might buy, so that the amount of gasoline that the army needed would not be lacking.
- ARF: What was this board called?
- LJR: It was called the OPA, Office of Price Administration, gas rationing board.
- ARF: The plague of all civilians at that time, wasn't it?
- LJR: Yes, and I was chairman of that board for Berkeley; that had to do only with a certain district of California.
- ARF: How did you decide the amount of gasoline?
- LJR: Well, we found first what the available supply was and then we reckoned the amount that the armed forces would need and then we had a residuum, and that residuum might be given to private individuals for their automobiles in order of their request. And we called it "gasoline rationing."
- ARF: Did you work with the oil companies in this?
- LJR: We had to get information on the available amount from them.
- ARF: I've often wondered if they had representatives on the board.
- LJR: No, they did not. I was chairman of the board and we had some

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Q What was this board called?

A It was called the OPA, Office of Price Administration, Gas Rationing Board.

Q The phrase of all civilians at that time, wasn't it?

A Yes, and I was chairman of that board for Berkeley; now has to do only with a certain district of California.

Q Now did you decide the amount of gasoline?

A Well, we found first what the available supply was and then we reckoned the amount that the armed forces would need and then we had a remainder, and that remainder went as given to private individuals for their automobiles in order of their request.

Q And we called it "gasoline rationing"?

A Did you work with the oil companies in this?

A We had to get information on the available supply from them.

Q I've often wondered if they had representatives on the board.

A No, they did not. I was chairman of the board and we had some

LJR: other citizens on the board. Now, as you know, a long time ago I constructed an index to my diary, and in it I've found a letter which I thought might be worth presenting to you. This was sent to me by President Truman, and he said,

On behalf of the grateful people of the United States I thank you for your selfless service in your country's need as a volunteer worker for the Office of Price Administration. With your help our nation has been able to profit and to protect its economy against the impact of total war and to assure its consumers fair prices and fair distribution of needed goods. As a patriotic citizen you have demonstrated your loyalty and devotion in a period of great national danger. Your community and your country will not forget your contribution to victory over our enemies, and look to you now for leadership and example in the continuing fight against inflation.

Now, I became an OPA officer the 26th of October 1942.

ARF: You gave the "A," "B," and "C" stickers?

LJR: Yes, we did, and if a man came in and said, "I want twenty gallons of gasoline," I'd say, "What do you want it for?"

"Well," he'd say, "I want to take a pleasure trip up to Washington State and back."

"Well, now," I'd say, "I can't give you a permit for that much gasoline. I can give you five gallons for your local consumption, but I can't give you twenty gallons." And that's the way I worked.

ARF: How did you check on all the stories of urgent trips to see sick aunts and grandmothers?

LJR: Well, you see, I had lived at that time forty years in Berkeley and I knew nearly everybody by reputation or otherwise, so that if anybody told me a queer story I could check it by getting

113: other citizens on the board. Now, as you know, a long time ago
I contacted an issue to my study, and in it I've found a letter
which I thought might be worth presenting to you. This was sent
to me by President Truman, and he said,

On behalf of the grateful people of the United States
I thank you for your brilliant service in your country's
need as a volunteer worker for the Office of War
Administration. With your help our nation has been
able to profit and so protect its economy against the
impact of total war and to secure the necessary war
prices and fair distribution of needed goods. As a
patriotic citizen you have demonstrated your loyalty
and devotion in a period of great national danger.
Your country and your country will not forget your
contribution to victory over our enemies, and look to
you now for leadership and example in the continuing
fight against inflation.

Now, I believe an OWM officer the State of Oregon 1912.

113: You gave the "A," "B," and "C" stickers.

113: Yes, we did, and if a man was in and said, "I want twenty

thousands of stickers," I'd say, "What do you want it for?"

"Well," he'd say, "I want to make a pleasure trip up to

Washington State and back."

"Well, now," I'd say, "I can't give you a permit for that

such gasoline. I can give you five gallons for your local

consumption, but I can't give you twenty gallons." And that's

the way I worked.

113: How did you come on all the stories of different trips to see

sick men and women there?

113: Well, you see, I was living at that time forty years in California

and I knew nearly everybody by reputation or otherwise, so that

if anybody told me a great story I could check it out pretty

LJR: some acquaintance of that person that I knew; that way I could check on anything.

ARF: How long were you on the board?

LJR: I served until the end of the war.

ARF: Were you there when the gasoline regulation part of OPA met its death?

LJR: Yes, I was.

ARF: Was there any fear in your mind about prices of gasoline going up when Congress took the controls off?

LJR: Yes, there was, but then the war was over, so I had nothing to do with that.

1943 Race for Mayor

ARF: How did you become candidate for mayor of Berkeley in 1943?

LJR: The election was held May 4, 1943. The Berkeley League of Progress put up my name as a write-in candidate a week before the election took place. I never knew just why they did that, but the members of the league were friends of mine, namely, Chester Rowell, editor of the San Francisco Chronicle, a college roommate of mine at the University of Michigan. We were there together.

There were other good friends on the league: Oscar Barbar I knew very well; R.P. Wisecarver I knew; August Vollmer, the police head, lived right near me in Berkeley, and I knew him very well; then Louis Bartlett was an intimate friend of mine, I

11E: some acquaintance of that person that I know; that way I would

check on myself.

11F: How long were you on the boat?

11G: I served until the end of the war.

11H: Were you there when the gasoline regulation part of the act

passed?

11I: Yes, I was.

11J: Was there any fear in your mind about prices of gasoline going

up when Congress took the control off?

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do with that.

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of mine at the University of Michigan. He was with

together.

There were other good friends on the league: Oscar Brown

I knew very well; R.E. Woodhouse I knew; August Volman, and

police head, lived right near me in Berkeley, and I knew him

very well; then Louis Wolfelt was an intimate friend of mine, I

LJR: knew him very well; and Harry Kingman was an officer of the Berkeley YMCA and I was an officer of that so I was close to him.

Now, I was called on to make a campaign speech, and inasmuch as I did not want to be elected, for I was 75 years old at that time, I decided that I would make a jocose speech. This is what I said: "I became of age in 1889. Since that year to the one in which I am now running for the office of mayor, namely 1943, it is 46 years. I can therefore look back upon 46 years of mature life. There are 365 days in the year, so I can now look back upon 15,695 days. Election day is the 4th of May, that is, 42 days after my birthday, the 22nd of February, so on election day, May 4th, I can look back upon 15,739 days of mature life.

"What inference is to be drawn from this statement I've just made? Perhaps you might say I'm trying to show you that I must be competent. Perhaps a better inference would be I'm too old to run." [Laughter]

That's the speech. They roared over this, but you know, the politicians were dumbfounded. I got 2,845 votes (plus 42 more on the official count), and they said for a man who just simply toyed with the subject and didn't make an appeal for votes they thought that was remarkable. [Laughter]

ARF: I talked to Harry Kingman and he couldn't remember a thing about it. He said that he was sure that someone had called him up some morning and said, "Could we put your name on the committee backing Richardson?" and he said, "Of course, he's a good friend of mine," and let it go at that. This action of getting you on

KORE: His very well; and Harry Kingman was an officer of the
 BARCLAY YONG and I was an officer of that so I was close to him.
 Now, I was called on to make a general speech, and in 1947
 as I did not want to be elected, for I was 75 years old, I felt
 time, I decided that I would make a general speech. This is what
 I said: "I became of age in 1889. Since that year to the end in
 which I am now running for the office of mayor, namely 1947, it
 is 48 years. I can therefore look back upon 48 years of public
 life. There are 365 days in the year, so I can look back
 upon 15,630 days. Election day is the 4th of May, that is, 48
 days after my birthday, the 29th of February, so my election day
 May 4th, I can look back upon 15,732 days of public life.
 "What inference is to be drawn from this statement I've just
 made? Perhaps you might say I'm trying to show you that I must
 be competent. Perhaps a better inference would be I'm too old
 to run." [Laughter]
 That's the speech. They roared over this, but you know, the
 politicians were disappointed. I got 2,345 votes (plus 45 more
 on the official count), and they said for a man who just simply
 toyed with the subject and didn't make an appeal for votes they
 thought that was remarkable. [Laughter]
 I talked to Harry Kingman and he couldn't remember a thing about
 it. He said that he was sure that someone had called him in
 some morning and said, "Would we not have some of the committee
 backing Richardson?" and he said, "Of course, he's a good friend
 of mine," and let it go at that. This action of leaving him on

ARF: the ballot at the last minute seemed rather precipitous, yet it was done by people who do not ordinarily behave in a precipitous fashion. Wasn't there some issue or some trend in Berkeley politics that caused this?

LJR: I did not know what that was. They didn't tell me, and I didn't know. I merely knew that all of a sudden there I was. I found it out by reading the newspaper, the Berkeley Gazette. I was dumbfounded, of course, because I had not sought it. I didn't even know what they were up to.

Ruth and Conrad Loring

ARF: Would you like to tell briefly now about your life with your second wife and who she was?

LJR: She was the daughter of Mr. David Loring, who was an officer in the California bank. That was his daytime work. But in the evening he had a passion for teaching men to sing, whereupon he organized a group of 60 men and he met them evenings and taught them to sing. He was a genius for that sort of thing. And my wife played the piano accompaniments at those meetings, and in that way worked with her father. The Loring club is still in existence. They gave concerts and Mr. Loring would be the leader. I have attended these concerts and know how successful they were. They were given in a good-sized hall in San Francisco and the concert was thoroughly enjoyable. Mr. Loring had come from Boston where in his boyhood he had been trained in

Q: The ball at the last minute seemed rather suspicious, but it was done by people who do not ordinarily behave in a suspicious fashion. Wasn't there some issue or some thing in the history

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Ruth and Conrad Loring

Q: Would you like to tell briefly now about your life with your

second wife and who she was?

A: She was the daughter of Mr. David Loring, who was an officer

in the California Guard. That was his daytime work. And in the

evening he had a passion for teaching men to sing, whereupon he

organized a group of 60 men and he met them evening and taught

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and the concert was thoroughly enjoyable. Mr. Loring had come

from Boston where in his boyhood he had been trained in

LJR: singing. So he was able to use that talent and training in training these men to sing.

ARF: As I understand it now, Ruth Loring and your wife Maud had been good friends within musical circles.

LJR: Oh yes, they were very good friends. And after my wife died there was a sort of natural action on my part to take as my second wife a friend of my first wife; that's the way it worked, a friend of my first wife.

ARF: The man you are living with here is Ruth Loring's brother?

LJR: Yes, Conrad Loring. He was a research man for the Standard Oil Company for many, many years. He was trained at the Massachusetts Institute of Technology in Boston. He had to retire from Standard Oil on account of age, and now he doesn't do anything but just run the house here.

And, by the way, there's something very interesting. There was a period there, after his mother had died, when Ruth and Conrad Loring were living together, and in some curious way Conrad began to study cooking, making a real study of it. Now, when he was living with his sister, she did the cooking ordinarily, but he would study some one dish and do it to perfection. And I can give you a name of one of them: it was sweetbreads; he could make a dish of sweetbreads that you'd remember for years. And he studied these things.

Now, after Ruth and I married, we three were living here together, right here in this apartment. Then after Ruth died, Conrad said, "I'll do the cooking and you can do something else

Q: So he was able to use that talent and training in

training these men to sing.

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Q: Now, after Ruth and I married, we three were living here to-

gether, right here in this apartment. Then after Ruth died,

Conrad said, "I'll do the cooking and you can do something else

LJR: in the house to help." And you know, he does it now, and he's remarkably good at it. He doesn't have the variety that a professional cook would, but it's quite adequate for our purposes. He has a few bang-up dishes he knows how to make: one is sweet-breads, another one that he makes very well indeed is brains, and a third one is crab. Those three he does in a masterly way.

ARF: Do you follow any special diet?

LJR: I do not eat much meat. I eat plenty of fruits and vegetables. That was just my taste. I don't think meat contributes to me what I need. If I eat just a little meat then eat plenty of vegetables and fruit I feel perfectly well.

ARF: You moved to San Francisco, then, when you married Ruth Loring?

LJR: Yes, I did.

ARF: About 1952?

LJR: You see, at that time Conrad was still research man in the laboratories of Standard Oil, and each day he went from this house to his business, I went to my University business, and Ruth did the cooking. In that way we lived very pleasantly. Then she died. And, as I say, I thought we'd hire a cook then, but Conrad said, "No, I think I can do it." And so we have a man come in to clean and do that kind of thing, but in the day's work we each make our own bed and he does the cooking and in that way we get along perfectly.

I was retired from the University 21 years ago. I am now as busy as I ever was at any time in my life before I retired -- I often think more busy. So many people say, "There's that

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that way we get along perfectly.

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as busy as I ever was and my time in my life before I retired
-- I often think with regret. So many people say, "There's more

LJR: man Richardson, he's retired, he has nothing to do, let's get him to help us on this job." And they turn up here.

Commonwealth Club Book Jury

LJR: I am at present a member of the Commonwealth Club and since 1943, for 16 years, I've been on its book jury. I can give you a sample of what happens there by saying that this year I had to read 164 books and, in my judgment, pick out two that should receive gold medal awards and five that should receive silver medal awards. For 16 years I've been on that jury, and I read those books without glasses. I don't own spectacles. I can read the word there on that watch; that says "Hawthorne."

ARF: How do you keep your eyes in such good order?

LJR: Of course you don't want to strain your eyes. Never work in a light that involves a strain on your eyes -- that's my only reservation, and I follow that strictly.

Chinese Literature

LJR: I want to give you one further point that gives you a little picture of the life I lead here. A Chinaman, Mr. Cha, turned up at my door, and he asked me and said, "You're the man I'm looking for. Now, I am translating a piece of Chinese literature into English. I know Chinese, but my English is shaky, and what I am here for is this: I'd like to come twice a week to you and present what I have written as a translation. It

LHR: man Richardson, he's retired, he has nothing to do, let's get him to help us on this job. And look, turn up here.

Commonwealth Club Book Jury

LHR: I am at present a member of the Commonwealth Club and since 1943, for 16 years, I've been on the book jury. I can give you a sample of what happens there by saying that this year I had to read 184 books and, in my judgment, pick out the best should receive Gold Medal awards and five that should receive silver medal awards. For 16 years I've been on this jury, and I read these books without glasses. I don't see anything. I can read the word there on that page; that says "something".

ARR: How do you keep your eyes in such good shape?

LHR: Of course you don't want to strain your eyes. Every word is right that involves a strain on your eyes -- that's my only reservation, and I follow that strictly.

Chinese Literature

LHR: I want to give you one further point that gives you a little picture of the life I lead here. A Chinaman, Mr. Chen, coming up at my door, and he asked me and said, "You're the man I'm looking for." Now, I am translating a piece of Chinese literature into English. I know Chinese, but my English is poor, and what I am here for is this: I'd like to come twice a week to you and present what I have written as a translation. It

LJR: will be in modern English, but it won't be very good English, and I want you to rewrite the English in the hope that I can get this published."

Well, looking at that in a flash, that looked like a simple and easy and quick thing, so I said, "All right, I'll try to do it." That was six months ago. He has been coming twice a week for six months. I said to him at the last meeting, "How long is this thing going to last?" and he said he hoped to finish it in two months more. So he will continue. He comes from Chinatown, where they say funny things in English like "no sabbe" and things like that from pidgin English. I have to convert that into standard English fit for publication.

Correspondence Course on Retirement

ARF: I notice that one of the courses you are teaching in Extension is "---

LJR: "Retirement and How to Take Advantage of It."

ARF: Yes. Are you living your own precepts there? [Laughter]

LJR: Well, I've had a lot of experience that I can use in that. I am actually handling two correspondence courses. One, "How to Keep Intellectually Alive" -- if you find you've been for some time in a humdrum occupation. The other, "Retirement and How to Take Advantage of It."

ARF: I was wondering if you advise people to keep as busy as they can in retirement.

122: will be in modern English, but it won't be very good English, and I want you to rewrite the English in the hope that I can get this published."

Well, looking at that in a flash, that looked like a simple and easy and quick thing, so I said, "All right, I'll try to do it." That was six months ago. He has been coming twice a week for six months. I said to him at the last meeting, "How long is this thing going to last?" and he said he hoped to finish it in two months more. He will continue. He comes from a town, where they say funny things in English like "no habbo" and things like that from pidgin English. I have to convert that into standard English fit for publication.

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124: "Retirement and How to Take Advantage of It."

125: Yes. Are you living your own private life? [Laughter]

126: Well, I've had a lot of experience that I can use in that. I am actually handling two correspondence courses. One, "How to Keep Intellectually Alive" -- if you find you've been for some time in a hospital occupation. The other, "Retirement and How to Take Advantage of It."

127: I was wondering if you advise people to keep on busy as they can in retirement.

LJR: I do. I advise people who are about to retire to plan a life in which there is activity. And preferably something that they like to do and something that is worth doing. I told you, didn't I, about the lawyer the other day?

Well, there's a law firm consisting of seven men in San Francisco. They are highly successful. And they passed a rule for themselves that when any member of the firm got to be 60 years of age -- not 65, but 60 -- he was to retire. And they would give him a pension from the firm funds for the rest of his life.

Well, this went on for a little while until finally a man became 60 and they told him he was retired and they'd give him his money every month. It was like a thunderbolt to him; he hadn't anticipated it.

Well, somebody told him about my course on "Retirement and How to Take Advantage of It," and he met me. And I said, "What are you doing now that you've retired."

He said, "I twiddle my thumbs, that's all I have to do."

"All right, you take my course, and after I've had a chance to study you, I'll try to be of help to you." He handed in one paper a week; that's the usual routine.

After a few weeks I said to him one day, "Do you know a law book called Anson on Contracts?"

"Know it! Why, that's the standard work on the subject; we had it in our law library."

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After a few weeks I said to him one day, "Do you know a

law book called Insurance Contracts?"

"Now it! Why, that's the standard work on the subject: it had it in our law library."

LJR: Well I said, "Yes. When was it written?"
 "Well," he said, "I'll look it up and see."
 Good gracious! He came back and he said, "Why, it was written 55 years ago!"

"That's just what I suspected. Now, I suggest to you that you write a book on the law of contracts and bring it up to date in every respect, right up to the minute."

"Why," he said, "I never thought of such a thing."

Two weeks later he wrote me a letter and he said, "You've made me a happy man, I'm having the time of my life. I'm enjoying the writing of that book more than I did the practice of law." And he said, "I shall go right on and work on that until I get to the point where it will be published. I think it will be."

And I have up my sleeve another law book for him to write when he finishes that. That's a sample of what happens in that course. He was tremendously miserable when he said, "Twiddle my thumbs." He had come around to me not expecting much. And then that developed, as I have just said. Now he's a happy man.

ARF: This is a correspondence course, isn't it?

LJR: Yes, it's a correspondence course, but if they live right near- by I occasionally can get a talk with an individual who is taking the course.

ARF: You must have quite a diversity of fields and careers represented in your course. How do you manage to find the time to help each one?

WJR:

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You must have quite a diversity of titles and subjects represented

in your course. How do you manage to find the time to help each

one?

LJR: Well, sometimes technical matters arise and in that case I go to the department in the University where that subject is handled and I put the problem that is in my mind from that student up to them. And I get expert advice for my students in that way.

Do you know how many papers I have a week? Well, last week I had 24 papers from 24 different people scattered all over the state.

A Course for Mental Stimulation

LJR: You see, the other course I have is "How to Keep Intellectually Alive." If you find that you've been for a long time in a hum-drum occupation that's the course, and it has far more people in it. I suppose for every one taking the retirement course I have five taking this course on "How to Keep Intellectually Alive."

Now, let me give you an example. A woman has been selling ribbon in a drygoods store for ten years. And every day she merely reels off one yard or three yards of ribbon of a particular color for another woman that comes and wants help. At the end of ten years of doing that all day she begins to think her mind is gone. She's utterly, utterly depressed. She realizes that once she was far more intellectual than she is now, that there is a sameness to this that has had an effect on her.

I take that kind of person and I have them do certain things -- it varies with the individual; it isn't always the same thing. I have to study the individual to see what that

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A Course for Mental Abnormality

Q: You see, the other course I have is "How to keep intellectually Alive." If you find that you've been for a long time in a non-dram occupation that's the course, and it has for many people in it. I suppose for every one taking the retirement course I have five taking this course on "How to keep intellectually Alive."

Now, let me give you an example. A woman has been selling ribbon in a drygoods store for ten years. And every day she merely reels off one yard or more of ribbon. A particular color for another woman that comes and wants help. At the end of ten years of doing that all day and being so that her mind is gone. She's utterly, utterly depressed. The reaction that once she was for more intellectual than she is now, that there is a connection to this that has had an effect on her. I take that kind of person and I have them do certain things -- it varies with the individual; it has to be the same thing. I have to study the individual to see what to

LJR: person should do. I find out what that person should do in order to revive her intellectual powers. And that course is very, very popular. Very popular. I have 25 papers a week, really, and for each one I have to think of the problem, "What advice shall I give that person in order to have that individual happy and successful and wholesome and healthy?" They are never alike. They vary. They are different.

ARF: Have you been able to draw any conclusions about what sorts of occupations seem to deaden a person intellectually?

LJR: Well, yes. In the case of men, now and then a man will get into an assembly line where a machine comes along and he puts in seven bolts, and then that machine moves and the next one comes on and he puts in seven bolts. He does that all day long. Well, he finally thinks he's gone crazy; his mind has lost all intellectual qualities. That's a good example, the man in the assembly line. Sometimes they are quite bright to begin with, they've read some books and are quite bright, but as they do this -- seven bolts on each machine all day long -- why, my land, it's very degrading. And I have to take that individual and make out for him a method that will be suitable to him.

They vary very greatly. Sometimes a man is what I call the "laborer" type, and I've got to have an entirely different kind of problem from what I would for a woman who is fairly well-educated, but who is selling ribbon all day. It is a different thing. But I've got a stack of letters from people who have had my courses, and have done the prescribed things,

person should do. I think that person should be in order to revive her intellectual powers. And that course is very, very popular. Very popular. I have 25 papers a week, really, and for each one I have to think of the problem, "What advice shall I give that person in order to have that individual happy and successful and wholesome and healthy?" They are never alike. They vary. They are different.

ARR: Have you been able to draw any conclusions about what sort of occupations seem to develop a person intellectually?

LBR: Well, yes. In the case of men, now and then a man will get into an assembly line where a machine comes along and he puts in seven bolts, and then that machine moves and the next machine on the line puts in seven bolts. He does that all day long. Well, he finally thinks he's gone crazy; his mind has lost all intellectual position. That's a good example, the way in the assembly line. Sometimes they are quite bright in going with, they've read some books and are quite bright, but as they go this -- seven bolts on each machine all day long -- you know, it's very boring. And I know of men that intellectual and come out for him a reward that will be adequate to him.

They vary very greatly. Sometimes a man is what I call the "laborer" type, and I've got to have an entirely different kind of problem from what I would for a woman who is fairly well-educated, but who is selling ribbon all day. It is a different thing. But I've got a mass of letters from people who have had my courses, and have done the prescribed things,

LJR: and these letters say, "You have helped me beyond words. I'm now all right. I'm healthy and well and wholesome in my life."

ARF: What do you suggest that they do, besides suggesting certain books that they might read?

LJR: Just as an example, I advised one woman to go to church. I said, "Go to church and meet people there and listen to the sermons and get some interests through the church. That will fit your case. It will make you a healthy, normal woman. Go to church." She hadn't been to church for 20 years, you know. And I get a letter later from that woman, saying, "How in the world did you know? Why, it's completely transformed my life and I am as happy as can be and I've made a host of beautiful friends."

Sometimes I find a person has lived in a little town like Fresno all his life and he's in the same dilemma. And I say, "I'll tell you what I think you'd better do. I want you to travel. I want you to go to other cities in our country and, if possible, I want you to go to Europe, if you can arrange the money for that. The effect of that travel will be magical on your life."

I get a letter three or four months later, "My God, you were entirely right. Why, I'm all right now!" [Laughter] You see how it is. It's individuals. Every case, you see, has to be decided on the basis of circumstances.

Here is a subscriber to the course who says, "The course has been a revelation to me and I have thoroughly enjoyed it,

LJR: and these letters say, "You have helped me beyond words. I'm now all right. I'm healthy and well and enjoying life."

ART: What do you suggest that they do, besides suggesting certain books that they might read?

LJR: Just as an example, I advised one woman to go to church. I said, "Go to church and meet people there and listen to the sermons and get some interest through the church. That will fit your case. It will make you a healthier, happier woman. Go to church." She hasn't been in church for 20 years, you know. And I got a letter later from that woman, saying, "Now in the world did you know? Why, I'm completely transformed by life and I am as happy as can be and I've made a host of beautiful friends."

Sometimes I find a person has lived in a little town like Fresno all his life and he's in the same sickness. And I say, "I'll tell you what I think you'd better do. I want you to travel. I want you to go to other cities in our country and, if possible, I want you to go to Europe, if you can arrange the money for that. The effect of that travel will be magical on your life."

I got a letter three or four months later, and she was entirely right. Why, I'm all right now. (Pauses) You see how it is. It's individual. Very much, you see. One is decided on the basis of circumstances.

There is a subscriber to the *Golden Era*, "The Golden Era" has been a revelation to me and I have thoroughly enjoyed it.

LJR: have kept all the essays, for I intend to pursue many of the subjects farther when I have more leisure time." (The essays are the answers coming one a week to me.) "Am sorry to be so nearly through with it and am grateful to you for guiding the course along so many interesting paths. I am a far more alert person for it. I also want to thank you for the nice comments you write at the bottom of my essays. I put a lot of thought into each one of them and I appreciate your words and the interesting quotes you include from time to time."

LJR: I wanted you to have a little glimpse into one student's reaction.

ARF: How long have you been teaching this course on "How to Keep Alive Intellectually?"

LJR: I think not more than 16 years, maybe a little longer than that. Yes, a little longer.

ARF: About how many students do you have in that course?

LJR: [Noise of shuffling cards] That's the number!

ARF: We had better measure it in inches instead of counting the cards! That's a stack over an inch high for just one course.

LJR: And yet some people say, "You're retired." Do you have anything to do?" [Laughter]

Poetry

LJR: Now I want to tell you one thing about myself which is, you might say, trifling. After I got through with my University

LLR: have kept all the essays, for I intend to return some of the subjects further when I have more leisure time." (The essays are the subjects coming one week to me.) "And sorry to be so nearly through with it and so grateful to you for making the course along so many interesting paths. I am a fair more alert person for it. I also want to thank you for the nice comments you write at the bottom of my essays. I put a lot of thought into each one of them and I appreciate your words and the interesting quotes you include from time to time."

I wanted you to have a little glimpse into my mind's reaction.

ALL: How long have you been teaching this course in how to keep Alive Intellectually?"

LLR: I think not more than 15 years, maybe a little longer than that. Yes, a little longer.

ALL: About how many students do you have in that course?

LLR: [Noise of rattling gears] That's the number.

ALL: We had better discuss it in terms instead of counting the

cards! That's a stack over an inch high for just one course.

LLR: And yet some people say, "You're retired. Do you have anything to do?" [Laughter]

Totally

LLR: Now I want to tell you one thing about myself which is, you might say, trifling. After I got through with my University

LJR: teaching I decided that I would like to write some poetry after the manner of the Roman poet, Horace, only write in English.
 ARF: Now, I don't consider myself to be a great poet, but I have gone right on doing it, and there is volume six. And here is volume seven being written now. And I shall probably go on doing this kind of thing the rest of my life.

ARF: Why don't you chose one and read it.

LJR: I will. I'll be glad to do that.

ARF: Didn't you receive an award for your poetry?

LJR: The Commonwealth Club gave me their award on it.

Here's one, "Ineffable"*

Little can words portray
 The form and hue
 That give the mariposa's face
 Its radiance and grace,
 Nor yet convey, for all
 Their euphonies, the song
 Wood-thrushes sing
 At tranquil dawn awing.
 Words can but little say
 The tides that surge, when friend
 From friend must sever,
 To meet, it may be never,
 Nor can their balm allay
 The heart's repining
 When love has flown
 And left frail life alone.

ARF: Read another one.

LJR: Here is one on the University of California, "Inscription for a Campanile Bell."**

That youth may sow and age may reap
 The fields of truth and right,
 I mark the bounds of toil and keep
 The watches of the night.

*From Singing in the Sunshine, Feathered Serpent Press, Fairfax, California, 1955, p. 17.

**Ibid., p. 10.

LAR: ...I decided that I would like to write some poetry with
the manner of the Roman poet, Horace, only write in English.
Now, I don't consider myself to be a great poet, but I have some
right on being so, and there is some. And there is some
seven being written now. And I shall possibly go on being this
kind of thing the rest of my life.

ARR: Very good. You should not write it.
LAR: I will. I'll be glad to do that.
ARR: When's your next one about the poem society?
LAR: The Commission on Civil Rights has their work in it.
ARR: ...one, "Ineffable"

Words can be little things
The form and the
That give the person's face
Its radiance and grace,
For you convey, for all
Their emotions, the song
Wood-thrushes sing
At twilight, dawn singing.
Words can be little things
The lines that surge, when friends
From friends meet never,
To meet, it may be never,
Nor can they be only
The heart's rejoicing
When love has flown
And left trail like a dove.

ARR: Read another one.
LAR: Here is one on the University of California, "Inscription for
a Campanile Bell."

That youth may grow and may learn
The flames of truth and light,
I mark the bands of toil and keep
The vigilance of the night.

*From Singing in the Sun, Western Student Press, Berkeley,
California, 1952, p. 14.
**Ibid., p. 10.

ARF: Are those really inscribed on the bell?

LJR: I forget whether they -- they asked a few of us to supply inscriptions and I know they put something on the bell. At any rate, I offered this.

Well, as I say, this is an activity which I enjoy and I keep it up. You see, here's my seventh volume and I shall go on as long, I think, as I live.

Here is another poem, "A Mourning Dove."*

A mourning dove, with its wan song,
Sung from a somber yew,
Openly took to heart my plight.
Wonderful how it knew.

ARF: From these that you have read to me, I gather that you like to make each word really work in your poetry.

LJR: Oh, yes. And I want each word to be like a note in a piece of music. I always feel that each word must have something that corresponds to a note in a piece of music. Therefore, language will sometimes have harsh words that don't serve my purpose at all. Now, you take that poem I read -- "Nor can their balm allay the heart's repining when love has flown and left frail life alone." Do you see how I studied the sound? Each is a musical note. I feel that I must always have that aspect in my work, yes.

ARF: Do you set yourself a certain time each day for writing?

LJR: Oh, I wanted to tell you about that. Absolutely not. I work by what is called inspirations that come -- you never know when

*Ibid., p. 45

ARF:

Are those really inscribed on the bell?

LJR:

I forget whether they -- they sound a few of us to supply in-

scriptions and I know they put something on the bell. At any

rate, I offered this.

Well, as I say, this is an activity which I enjoy and I

keep it up. You see, here's my seventh volume and I would so

on as long, I think, as I live.

Here is another poem, "A Morning Love."

A morning love, with its own song,
 Sung from a window yet,
 Openly took to heart its friend,
 Wonderful how it loved.

ARF:

From these that you have read to me, I gather that you like to

make each word really work in your poetry.

LJR:

Oh, yes. And I want each word to be like a note in a piece of

music. I always feel that each word must have something that

corresponds to a note in a piece of music. Therefore, language

will sometimes have words which don't serve my purpose at

all. Now, you take that poem I read -- "How can this be?"

Along the heart's suspicion when have been flown and left to fall

life alone." Do you see now I excluded the word? "How" is a

musical note. I feel that I must always have that word in

my work, yes.

ARF:

Do you not yourself a certain time each day for writing?

LJR:

Oh, I wanted to tell you about that. Absolutely not. I work

by what is called inspiration that comes -- you never know when

LJR: or how they come. I may be in a streetcar or in a bus and all of a sudden -- "Ah." There's a thought that occurs to me, and I look around and I see a little rack where it says, "Take One," and I reach up and take one of these pamphlets and on that I write down the clue to my idea. Every one of those poems was written as a result of a clue that dashed into my head, and then I put it down. I never sit down at this desk and say, "Now, I have a half an hour. I'm going to write a poem." I never get it that way at all.

ARF: You let the Muse lead you.

LJR: Yes, I do. Every one of those poems came that way. Every one. It just casually occurred and then I rushed for paper and put down the thing, yes. Well, as I say, don't misunderstand me. I don't think I'm a good poet in the sense of Longfellow. I'm not, but I get a lot of fun out of writing.

ARF: And people get a lot of fun out of reading those too.

LJR: Yes, I suppose they do. I put some of these on sale in the bookstores -- Sather Gate in Berkeley and a bookstore here in San Francisco -- and I went in the San Francisco store the other day and they're all gone, all gone, yes.

ARF: So your books are really being bought.

Well, after you get this initial idea and you jot down the clue to follow up later, then do you wait until you are at home to write the poem? Is this, then, "recollection in tranquility?"

LJR: Yes, I get the inspiration which comes suddenly, in a flash, and then I put down the draft as quickly as I can, but after that

LJR: or how they come. I say he is a streamer or is a bar and all of a sudden -- "A.H." There's a thought that occurs to me, and I look around and I see a little rock where it says, "Take Care," and I read up and take one of these pamphlets and on that I write down the clue to my idea. Every one of those poems was written as a result of a clue that landed into my mind, and then I put it down. I never sit down at this desk and say, "Now, I have a half an hour. I'm going to write a poem." I never get it that way at all.

LJR: You let the ideas find you.

LJR: Yes, I do. Every one of those poems came that way. Every one. It just casually occurred and then I rushed for paper and put down the thing, yes. Well, as I say, don't misunderstand me. I don't think I'm a good poet in the sense of Longfellow. I'm not, but I get a lot of fun out of writing.

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ARR: So your books are really being bought.

LJR: Well, after you get some initial idea and you get many the clue to follow up later, then do you wait until you are in a mood to write the poem? Is this, then, "recollection in tranquillity"? Yes, I get the inspiration which comes suddenly, in a flash, and then I put down the first or quickly as I can, but after that

LJR: there comes a slow period of careful criticism. Then I work slowly and carefully.

ARF: Most of your poems are relatively short. How much time would you say you spend on the average poem? Could you estimate that?

LJR: Well, I tell you. When I get home I write out a fairly full draft. Then I may have that poem lying on my desk for a week before I say it's done. Then I paste it into this book.

ARF: You mean you work on it from time to time? You don't try to construct it all in one sitting?

LJR: No.

Here's one, "The Percheron."* Do you know the Percheron horse, which is a very big, noble horse? You see them on drays.

His mane shakes out the glint of nodding birches.
The lift of head, grace, play of sinew
Recall sires grazing Gallic glades,

Steeds, dapple-gray, oak-hearted,
Breasting bronze spears
Of swart invaders,

Steeds bearing armored knights
Neath waving oriflamme,
Devout Crusaders.

O breed of strength and patience,
At startime do you dream
Of spring in Normandy?

(That's where they come from.)

ARF: Yes. I noticed then, as you read that, what you mean by each word must be a musical note.

* Ibid., p. 13

there comes a new period of careful criticism. Then I work slowly and carefully.

Most of your poems are relatively short. How much time would you say you spend on the average poem? Could you estimate that?

Well, I tell you. When I get home I write out a fairly full draft. Then I may have to go back and revise it a few times before I say it's done. Then I paste it into the book.

You mean you work on it from time to time? You don't try to construct it all in one sitting?

Here's one, "The Revolution." Do you know the Revolution horse, which is a very big, noble horse? You see him in the...

his mane waves out the hint of nodding eithers.
The life of man, space, that of snow
Recall some evening of the night

Utter, copy-gray, one-hundred,
Fragrant from the earth
Of sweet invaders,

Utter, looking at the night
With waving willows,
Down of the night.

O breed of strength and beauty,
At the time the sun shines
Of spring in the morning?

(That's where they come from.)

Yes. I noticed then, as you read that, what you mean by that word must be a musical note.

*Idyll, p. 13

LJR: Here is another, "Immortality."*

O Soul of mine, mysterious traveler,
What of thy long, dim journey hither? When,
And where, will roaming cease? On what faint star,
Amid what heights or depths of space? Here men

Speak of thy birth, how on a certain date
Thou didst become a being; none the less
After thy worldly span 'twill be thy fate,
They say, to be at one with nothingness.

And yet the oracles of light still tell
Of life and destiny: how beauty fell
About thy pristine path and will so fall
Round thee hereafter, as the golden ray
Of heaven shows forth glory most of all
At the beginning and the end of day.

ARF: I think that's one of your better ones.

LJR: Oh, I consider that one of the best I ever wrote.

ARF: You were still busy over at the University when you wrote this in 1934.

LJR: Yes, that was an early one.

ARF: Was this your first one?

LJR: Yes, I think that was my first one.

I merely say that I get lots of pleasure in writing poetry,
I enjoy it. Now, I've got a manuscript right here that's almost
ready to go to the printer.

ARF: When are you going to have these published?

LJR: I haven't set the date, but rather soon. I haven't got to the
point of making an index yet. Did I read you the one that I'm
planning to have as a Christmas card next Christmas?

ARF: I don't believe so.

*From Cronies, Sather Gate Bookshop, Berkeley, California, 1934,
p. 13.

LR: Here is another, "Importance."

Of kind of mine, yesterday revealed,
That of my food, and journey almost, when
And where, will remain constant in what I say,
And what weight of objects of space? And so.

Upset of my birth, now on a certain date
Then did become a being; now the last
After my worldly span 'twill be my fate,
They say, to be at one with nothingness.

And yet the essence of that still will
Of life and destiny; how darkly fall
About the pristine pain and still no fall
Round the horizon, as the golden ray
Of heaven shows forth every part of all
At the beginning and the end of day.

AR: I think that's one of your better ones.

LR: Oh, I consider that one of the best I ever wrote.

AR: You were still busy over at the University when you wrote this

in 1934.

LR: Yes, that was an early one.

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ready to go to the printer.

AR: When are you going to have these published?

LR: I haven't set the date, but rather soon. I haven't got to the
point of sending an index yet. But I read you say that I'm
planning to have as a Christmas card next Christmas?

AR: I don't believe so.

*From Grain, Author Date Bookshop, Berkeley, California, 1934,
p. 13.

LJR: "Let There Be Light." (That's the motto of the University.)

Beside the ocean strand
 The founders reared halls of wisdom,
 Later far renowned.
 Above a granite tower
 Oft gleams an evening star.
 Youth thither go to train,
 Aiming through zeal in learning's rich domain
 To win life's weal.

Oh, here's one that I like very much, "Balm."

The trying day,
 For all its jars,
 Ends neath
 The tranquil stars.

ARF: That's one of my favorites too. I like the way your sounds fit the meaning there.

LJR: "The Way," that is the name of this one.

Just be yourself.
 Then you may rest
 Assured you will
 Be at your best.

I have enough for another volume there, I have quite enough. I'm going over it and over it, trying to better it in little details here and there before it is published.

Trans:MW
 Typed:SR

LJR: "Not There Be Light." (That's the motto of the University.)

To win life's wealth.
Aimed through soul in literature's rich domain
Youth whither go to learn,
It's almost as if you were
Above a granite tower
Later far removed.
The fountain's sacred halls of wisdom,
Beside the ocean stand

Oh, here's one that I like very much, "Lullaby."

The tranquil state,
Ends north
For all its joys,
The trying day,

ARE: That's one of my favorites too. I like the way you summed it

the meaning there.

LJR: "The Way," that is the name of this one.

Be at your best!
Admitted you will
Then you may rest
Just be yourself.

I have enough for another volume there, I have done enough.

I'm going over it and over it, trying to better it in little

details here and there before it is published.

Typed: 22
Trans: 22

APPENDICES

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1. The first appendix contains a list of the names of the persons who have been appointed to the various offices of the government since the year 1800. This list is arranged in alphabetical order, and gives the names of the persons who have held each office, together with the dates of their appointment and the dates of their death.

2. The second appendix contains a list of the names of the persons who have been appointed to the various offices of the government since the year 1800. This list is arranged in alphabetical order, and gives the names of the persons who have held each office, together with the dates of their appointment and the dates of their death.

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Photos by Black

TO LEARN to count was not easy for primitive peoples, nor learning how to add and subtract, to multiply and divide. Here, as an aid, they often used their fingers. So numbers came to be grouped by fives and tens, as in our decimal system. Homer has a word meaning "to count on the five fingers" or "to count by fives."

To reckon with large numbers remained hard till someone discovered place value, as indicated for us by the zero. This is said to have occurred in India about 100 u.c., but the usage, slow in spreading, did not reach Europe till the ancient Greeks and Romans were dead and gone. In modern times the decimal system and the zero have greatly helped mathematicians.

Another aid to reckoning is the abacus, which has been used from time immemorial in China and was common among ancient peoples dwelling round the Mediterranean Sea.

Still another aid is digital reckoning, which was used by the Greeks and Romans, though probably invented in Egypt or Asia. Herodotus (6, 63), to cite Greek testimony, uses an expression meaning "to reckon on the fingers." Aristophanes has a character who says: "Do any easy sum—not with

BY LEON J. RICHARDSON

Do you have trouble with mathematics? Do your lips move and your fingers itch when you compute your change? Then, take heed of this simple mathematical device of the ancients, as described by the Professor of Latin Emeritus

counters, but with your fingers—the tribute . . . due us from the cities." (*Vespae* 635-7.)

Similar testimony is found in Latin literature. Quintilian, for example, in his work on education, says: "As to geometry, people admit attention to it is of advantage in tender years; for by this study, as they allow, the thinking powers are excited, the intellect sharpened, and quickness of perception produced; but they fancy it is not, like other sciences, profitable after it has been acquired, but only while it is being studied. Such is the common opinion respecting it. Not without reason, however, have the greatest men devoted much attention to this subject; for while geometry comprises numbers and forms, to know numbers is surely necessary, not only to a speaker, but to any one taking even the first steps along the path of learning. For pleading cases in court it is very often

in request. On those occasions, to say nothing of becoming confused about sums, if a speaker, by any uncertain or awkward movement of the fingers, differs from the accepted mode of calculation, he is thought to be poorly trained" (1, 10, 35). Note especially the last words. To use the fingers in showing sums would manifestly be more convenient for an orator than to manipulate an abacus as he stood before his audience. Pliny the Younger (2, 20, 3), speaking of a man who was about to inherit wealth, says: "He moves his lips, keeps his fingers going, reckons" (*movet labra, agit digitos, computat*).

Besides what is to be got from literary sources, we learn something from actual practice in the modern world. Traces of digital reckoning have been found in Rumania, which is part of ancient Dacia, located west of the Black Sea, and bounded on the south

by the lower Danube River. Trajan, who reigned from 98 to 117 A.D., made war on Dacia and brought it into the Empire. Eventually many Romans settled there. So the Latin language was planted in that region, as well as Roman customs, laws, and manners. The modern inhabitants speak Rumanian, a language derived from ancient Latin. While they have been repeatedly mixed with invading tribes, still Roman customs survive there, especially among a group known as the Wallachian peasants. Seated round the fire of an evening their old people sometimes teach children to multiply on their fingers, much as grandmothers in New England teach children "cat's cradle."

The Roman method of multiplying digitally, as gathered from ancient literature and modern practice is as follows. The ones, twos, threes, fours, and fives were memorized quite as we learn the multiplication table. These numbers constitute the first cycle (of the fingers of a hand).

Let us now consider the five numbers constituting the second cycle, namely the sixes, sevens, eights, nines, and tens. To multiply any one of these numbers by any other one in the same cycle, the fingers were used. For this purpose the thumb is named 6, the index finger 7, the middle finger 8, the ring finger 9, and the little finger 10. Take a problem. How many are 7×7 ? Hold up each hand clenched. Now extend the right thumb and index finger ($=7$). Then extend the left thumb and index finger ($=7$). How many fingers are extended? (Thumbs count as fingers.) Four. In this cycle the value of each extended finger is ten. Four tens are 40. To this sum must be added the product of the closed fingers on the right hand multiplied by the closed fingers on the left; that is 3×3 , which is 9. So 7×7 is $40 + 9$, which is 49.

Let us solve another problem in the same cycle. How many are 7×8 ? Hold up the clenched hands as before. Now on the right hand extend the thumb and index finger ($=7$). Then on the left hand extend the thumb, index finger, and middle finger ($=8$). How many fingers are extended? Five. Five tens are 50. Multiply the three closed fingers on the right hand by the two closed fingers on the left hand. $3 \times 2 = 6$. So 7×8 is $50 + 6$, which is 56.

Let us now proceed to consider the third cycle, which includes the elevens, twelves, thirteens, fourteens, and fifteens. The fingers on each hand, beginning with the thumb are named respectively eleven, twelve, thirteen, fourteen, and fifteen. Take a problem: How many are 12×13 ? Hold up each hand clenched. Now extend the

right thumb and index finger ($=12$). Then extend the left thumb, index finger, and middle finger ($=13$). How many fingers are extended? Five. Five tens are 50. Again, how many fingers are extended? (In odd numbered cycles the extended (not the closed) fingers are multiplied.) Two on the right hand and three on the left. Multiply them. $3 \times 2 = 6$. In any problem of the third cycle a bonus of one hundred is added. So 12×13 is $50 + 6 + 100$, which is 156.

Next let us consider the fourth cycle, which includes the sixteens, seventeens, eighteens, nineteens, and twenties. The fingers are successively so named. As a problem, how many are 17×17 ? Hold up each hand clenched. Now extend the right thumb and index finger ($=17$). Then extend the left thumb and index finger ($=17$). How many fingers are extended? Four. In this cycle the value of the extended fingers is 20 each. Take 20 four times which is 80. How many fingers are closed? Three on each hand. Multiply them. $3 \times 3 = 9$. In any problem in the fourth cycle the bonus added is 200. So 17×17 is $80 + 9 + 200$, which is 289.

To multiply numbers belonging to different cycles, divide them so as to bring the problem within a single cycle. For example:

$$9 \times 13 = (9 \times 6) + (9 \times 7)$$

In detail, $9 \times 6 = 54$ and $9 \times 7 = 63$. Add the results. $54 + 63 = 117$. Therefore $9 \times 13 = 117$.

The cycles are orderly and symmetrical in structure. For example, they are numbered 1st, 2nd, 3rd, 4th, 5th, and so on.

The fingers in the 1st cycle are named 1, 2, 3, 4, 5; in the 2nd cycle 6, 7, 8, 9, 10; in the 3rd cycle, 11, 12, 13, 14, 15; and so on.

The value of each extended finger in the 2nd and 3rd cycles is 10; in the 4th and 5th cycles is 20; in the 6th and 7th cycles is 30; in the 8th and 9th cycles is 40; and so on.

In even numbered cycles (e.g., 2nd, 4th, etc.) the closed fingers of the right hand are multiplied by the closed fingers of the left hand; but in odd numbered cycles (e.g., 3rd, 5th, etc.) the extended fingers of the right hand are multiplied by the extended fingers of the left hand.

In the 3rd cycle the bonus is 100; in the 4th cycle, 200; in the 5th 400; in the 6th 600; in the 7th 900; and so on.

The law of the bonus is to increase 100 in the 3rd cycle, again 100 in the 4th cycle; 200 in the 5th cycle, again 200 in the 6th cycle; 300 in the 7th cycle, again 300 in the 8th cycle; 400 in the 9th cycle, again 400 in the 10th cycle; and so on.



SOLVING
SEVEN TIMES SEVEN



SOLVING
SEVEN TIMES EIGHT



SOLVING
TWELVE TIMES THIRTEEN



SOLVING
SEVENTEEN TIMES SEVENTEEN

Qualifications for Membership in the Berkeley Club.

(Adopted May, 1880)

(Entered at the beginning of the Second Minute Book)

"A real education in the thorough and broad sense, so that he stands intelligently on his own base, and does his own thinking.

A genial nature and a social disposition, which can enjoy a meeting and can both make and take a joke.

Not so jaded that he cannot command himself, nor so engaged that he cannot command his time, as a rule.

That kind of benevolence which makes him a well wisher of humanity and glad to contribute to the welfare (sic) of any select circle of active and thinking men."

On Membership in the Berkeley Club.

Excerpt from Memorial to Henry Vrooman (Minutes of May 23, 1899)

(Committee - Wilkinson, W. B. Gibbons, Moses)

"The Berkeley Club is not a mere literary guild where men meet to exchange only their intellectual wares. It is neither a market nor an arena, but rather a fireside circle where friendship and affection are stimulated, not stifled, in the genial warmth of after-dinner debate. In considering candidates for admission the question of fitness is not determined by cleverness alone, but by those finer qualities of character which make companionship desirable, and so when death enters and takes one of our members there is left a sense of personal bereavement that is not felt when the ordinary relations of life are severed."

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Golf Victories

Winner in the W.W. Golf Association Tournament 1 October 1909

Winner, Runner-up, First Flight in the Del Monte Golf Tournament, July 1912

Winner in the Psi Upsilon Alumni Tournament of 1924

Winner in the Nibs Price Tournament 4 December 1928

Winner in Tilden Park Golf Club Tournament, First Flight 1941

Winner, Runner-up, in Vollmer Tournament of 1941

Winner in California Golf Association in 1944

Winner in California Golf Association 12 September 1945

Winner in Senior Golf Association of Northern California,
Class AA, Low Net, in 1946

Winner in Senior Golf Association Tournament in 1947

Winner in Senior Golf Association, Class AA, in 1948

Winner in Tilden Park Golf Club Tournament, Runner-up, Third
Flight, in 1948

Winner in Senior Golf Association of California, Class AA, Low
Gross, in 1949

Winner in Tilden Park Golf Club Tournament in 1950

Winner in Senior Golf Association of California Tournament,
Class AA, Low Net, in 1951

Winner in Senior Golf Association of Northern California
Tournament, Class AA, Low Net, in 1952

Winner in Senior Golf Association of California, Class AA, Low
Net, in 1952

Winner in Senior Golf Association of California, Class AA, 1953

Winner in Senior Golf Association of California, Class AA, Low
Net, 1955

Golf Victories

winner in the A.V. Golf Association Tournament 1 between 1909
winner, runner-up, first eight in the Palmdale Golf Tourna-
ment, July 1912
winner in the Palmdale Alumni Tournament of 1924
winner in the Five Star Tournament 4 December 1928
winner in Tilden Park Golf Club Tournament, first eight 1941
winner, runner-up, in Valley Tournament of 1941
winner in California Golf Association in 1944
winner in California Golf Association in September 1945
winner in Senior Golf Association of Northern California,
Class AA, low net, in 1945
winner in Senior Golf Association Tournament in 1947
winner in Senior Golf Association, Class AA, in 1948
winner in Tilden Park Golf Club Tournament, runner-up, third
eight, in 1948
winner in Senior Golf Association of California, Class AA, low
gross, in 1949
winner in Tilden Park Golf Club Tournament in 1950
winner in Senior Golf Association of California Tournament,
Class AA, low net, in 1951
winner in Senior Golf Association of Northern California
Tournament, Class AA, low net, in 1952
winner in Senior Golf Association of California, Class AA, low
net, in 1953
winner in Senior Golf Association of California, Class AA, low
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